DOCUMENT RESUME

ED 166 343 UD 019 143

TITLE Haitian Resource Unit, Level III--A Systems Management Approach.
INSTITUTION New York City Board of Education, Brooklyn, N.Y.
PUB DATE [78]
NOTE 244p.; Not available in hard copy due to reproduction quality of the original document ; Guide prepared by Community School District 18

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Biculturalism; *Cross Cultural Studies; *Curriculum Guides; Elementary Secondary Education; Ethnic Groups; Lesson Observation Criteria; *Lesson Plans; Minority Group Children; *Multicultural Education; Non English Speaking; Systems Approach
IDENTIFIERS *Haiti; *Haitians; New York (New York)

ABSTRACT

Presented in this document are 37 guided lesson plans designed to further appreciation of Haitian culture. Included are lesson plans for three levels: (1) kindergarten through second grade; (2) third grade through sixth grade; and (3) seventh grade through ninth grade. The lesson format includes pre and post tests, materials, vocabulary, motivation, aim, procedure, homework, and follow-up. The aim of each lesson plan, presented in question form in the children's language, is intended to guide the children to achieve the objectives of the lesson. Terminal objectives chosen for this unit are based on different aspects of culture, geography, economic system, and history in Haiti. Also considered are comparisons between Haiti and New York City and students' daily needs. The objectives for each lesson are presented in behavioral terms for the teacher's direction. (EB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

- ED166343

HAITIAN RESOURCE

UNIT

LEVEL III

- A Systems Management Approach -

Community School District 18

Brooklyn, New York

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Milton Anger, NYC Bd. of Ed. Community District 18
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Jack Zimmer
President, Community School Board 18

Harvey Garner
Community Superintendent

Milton Anger
Director, Educational Development

Eleanor Jakubovitz
Project Coordinator

Bilingual Curriculum Committee
District 18

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UD019143

COMMUNITY SCHOOL DISTRICT 18
Flatlands and East 100 Street
Brooklyn, New York 11236

COMMUNITY SUPERINTENDENT
Dr. Harvey Garner

COMMUNITY SCHOOL BOARD

Mr. Jack Zimmer, President
Mr. Howard Babbush, Vice President
Mrs. Doris Schultze, Secretary-Treasurer
Mr. Charles Fazio
Mrs. Sylvia Frank
Rabbi Joseph Frankel
Mr. Stanley Gershbein
Mr. Gerald Goodman
Mr. Ralph Lizo, Jr.
Mrs. Elfie Haupt, Executive Assistant

BOARD OF EDUCATION - - THE CITY OF NEW YORK
Office of the Community Superintendent
Community School District 18
755 East 100 Street, Brooklyn, New York 11236
257-7500

Harvey Garner
Community Superintendent

Nathan Gross
Deputy Superintendent
Milton Anger
Director of Educational Development
Donald Kaplan
Director of Pupil Personnel Services

This publication was prepared pursuant of a Title VII grant from the United States Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education and no official endorsement by the United States Office of Education should be inferred.

ACKNOWLEDGEMENTS

The Community School District 18 Haitian Resource Unit has been prepared with the overall support of Harvey Garner, Community Superintendent, and the encouraging assistance of Milton Anger, Director of Educational Development, in cooperation with the District 18 Bilingual Education Curriculum Resource Center.

This resource unit was developed under the immediate supervision of Eleanor Jakubovitz, Bilingual Coordinator, Community School District 18. The Bilingual/Bicultural Curriculum Committee was comprised of the following pedagogical staff of District 18: Louise D'Avino (Teacher, P.S. 208), Susan Elias (Educational Assistant, P.S. 268), Amy Geffen (Teacher, J.H. 252), Edith Krohn (Teacher, P.S. 244), Joseph Laniado (N.E. Coordinator, J.H. 252), Elaine Paris (Teacher, J.H. 232), Iris Rothstein (Bilingual Resource Teacher, District 18), Florence Selman (Teacher, P.S. 276), Barbara Silverman (Teacher, J.H. 232).

For their consultative help, acknowledgement is extended to: Edeline Eugene (Educational Assistant, P.S. 244), Mauclair Simon (Educational Assistant, J.H. 232), Augusta Holly (Educational Assistant, J.H. 252).

Appreciation and heartfelt thanks go to the children in District 18 who participated in the taping of the playlet "Welcome to Haiti": Armey Sejour, Jean Louis Germain, Gerald James, Stephanie Patterson, Kettly Duchatelier and Reggie Barnett.

Recognition is due to Wayne Trigg, I.S.S. Program Supervisor, District 18 and Jack Friedman, I.S.S. Project Coordinator, District 18, for their clarification of the theory behind the Instructional Support System. The I.S.S. format was instrumental in the organization of the completed resource unit which was written and reviewed for final editing and publication by Eleanor Jakubovitz, Edith Krohn, Joseph Laniado, Elaine Paris, Iris Rothstein and Barbara Silverman.

We acknowledge the cooperation of Joseph Laniado, Iris Rothstein and Mauclair Simon for their photographic contributions and Elaine Paris and Amy Geffen for their artistic contributions.

We wish to thank Sam Eiseman, Coordinator of Reimbursable Programs, for his expertise in proposal writing; without which this project would not have been possible. We also wish to recognize the contribution of Stanley Schneider, Coordinator of Research for the preparation of the Teacher Evaluation Form.

We also express our appreciation to the District 18 Community School Board members and Parent Advisory Council members whose cooperation and suggestions have been of great value in the preparation of these materials. In addition, we thank two members of the community, Louis Magloire and Marc Thelot, whose invaluable assistance contributed to the successful completion of this project.

Last, but not least, is our recognition to our typists, Blanch Weiner, Beverly Cogan and Sheila Abrams, who efficiently prepared the edited materials for printing.

INTRODUCTION

Community School District 18, locally identified as the East Flatbush and Canarsie sections of Brooklyn, serves one of the largest Haitian communities in New York City. As a result of the great influx of Haitian children into this school district, there was a need to form a bilingual French program. Prior to this bilingual program the Haitian youngsters in this district were put into regular English speaking classes. They could neither understand the lessons nor identify with their teachers and classmates. Consequently, the youngster's educational and emotional development were severely handicapped. As there were no existing materials to meet the linguistic and cultural needs of this group, it became necessary to expand the bilingual curriculum.

Among the goals of the Haitian Resource unit is to enable the Haitian children to maintain pride in their own cultural heritage while helping to facilitate transition into the American mainstream. At the same time, the non-Haitian child would become aware of the worth and dignity of the Haitian classmates and their culture.

We endeavor to provide the students and teachers with many enriching and enjoyable experiences.

PRESENTATION

The Haitian Resource Unit attempts to provide the classroom teacher with guided lesson plans to further appreciation of the Haitian culture. It includes lesson plans for three levels, 1, kindergarten through second grade; 2, third grade through sixth grade; 3, seventh grade through ninth grade. The unit is launched with a taped playlet and slides entitled, "Welcome to Haiti".

The lesson format includes: pre and post tests, materials, vocabulary, motivation, aim, procedure, homework, and follow-up. The teacher should preview the lessons to adequately prepare necessary materials: for example, rexograph copies, audio-visual equipment, and special materials to be borrowed from the school or the District Resource Center.

The objectives of each lesson are presented in behavioral terms for the teacher's direction. It is suggested that the teacher begin by administering the pretest, to assess the student's knowledge of the content of the lesson.

As the curriculum attempts to provide a wide variety of different multi-media experiences, it is recommended that the teacher should use all the materials at her disposal.

It is left to the teacher's judgement how many of the vocabulary words should be explained at the beginning of the lesson, to facilitate comprehension of the lesson.

The motivation should always be presented, as it is a part of the lesson which stimulates interest and attracts attention to the content of the lesson. The classroom teacher is encouraged to devote the extra time and effort required for successful motivation, to inspire student enthusiasm for the lesson. The aim of the lesson, presented in question form in the children's language, is intended to guide the children to achieve the objectives of the lesson.

In the procedure, the teacher should encourage student input participation to enhance the learning experience. The content of the procedural part of the lesson should be thoroughly covered by the teacher since the material is included in the post test.

Follow-up activities are intended to provide reinforcement of learning through creative activities, exercises, and projects for the student. Finally, unit tests are intended as an instrument of evaluation for each unit. We have included reference sources at the completion of many lessons to acknowledge the use of published materials.

We hope that you and your students share our enthusiasm for the unit and we welcome your comments for further evaluation. Enjoy and good luck.

EXPLANATION OF THE RESOURCE UNIT

The Instructional Support System (I.S.S.) is a systematic approach which is designed primarily to assist teachers in organizing instruction and measuring results in terms of student mastery of specific objectives. I.S.S. serves as a district support to the teachers, it furnishes them with a unit that includes instructional objectives, teaching modules, suggested materials and tests to be administered periodically using predetermined criteria.

Perhaps the single most important element in the I.S.S. approach is the involvement of the pedagogical personnel and community representatives in the specification of learning objectives and the development of curriculum and learning materials across all grades and levels, for the goal of obtaining these objectives. A component in the feedback system which can improve student performance is taking long term corrective action with respect to the instructional resources and activities made available to classroom teachers.

A basic tenet of the I.S.S. approach is to establish terminal objectives for the students at the onset so that they achieve a set of specific observable behaviors at the termination of the unit. The following are the terminal objectives chosen for the Haitian Resource Unit:

Culture	- The student will know and be proud of Haitian culture as represented by its traditions, religion and its arts.
Daily Needs	- The student will be able to function to his/her ability in society as a result of knowing and understanding his daily needs.
Geography	- The student will know the geography, climate and natural resources of Haiti, and how they contribute to its economic conditions.
Economic System	- The student will learn how the Haitian people earn a living in relation to their society and the world

History - The student will learn how history affects his/her present life in Haiti and contributed to his/her cultural heritage.

Comparison - The student will be able to use his/her knowledge of all the above aspects in order to make comparisons with life in New York City.

The above terminal objectives were designed within the State and City guidelines to meet the specific needs of District 18's children.

The chart is an index of the Haitian Resource Unit. It indicates the terminal objectives of the unit, the topics involved in each terminal objective, and the level at which each is to be taught.

USE OF LINEAR PROGRESSION CHART

1. Location of topic within a lesson.
   Example: Topic - Holidays
   Lessons - 29A, 29B, 37

2. Level at which topic will be taught.

3. Presence of comparison between Haiti and New York City in a lesson.

4. See bottom of the chart for explanation of symbols.

LINEAR PROGRESSION CHART

Terminal Objectives	CULTURE															GEOGRAPHY						ECONOMIC SYSTEM					HISTORY																DAILY NEEDS							
TOPICS	Daily Living	Population	Religion	Language	Music	Dance	Art	Folklore	Holidays	Cultural Awareness	Literature	Law	Superstition	Food - Cuising		Location	Topography	Climate	Flora + Fauna	Major Cities	Interesting Places	Agriculture	Industry	Transportation	Communication	Trade	Natives	Explorers	Colonial Period	Revolution	Independence	Newly Formed Nation	Political Conditions	American Occupation	Foreign Affairs	Government	Cultural Awareness	Famous People	Independance Day	Duvalier		Family Living	Housing	Food	Health + Nutrition	Education	Transportation	Communication	Recreation	Occupations
LEVEL I [kindergarten to Grade 2]	x	x		x	x	x	x	x	x					x		x		x	x			x		x	x										x	x	x				x	x	x		x	x	x	
				c	c	c		c	c					c																																		
LEVEL II [Grades 3-6]	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x				x	x			x		x	x	x	x	x	x	x	
	c	c		c	c	c		c	c			c		c		c	c	c	c	c	c	c	c	c	c	c					c				c	c				c	c	c		c	c	c	
LEVEL III [Grades 6]	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	
	c	c	c	c	c	c	c		c	c		c		c		c	c	c	c	c	c	c	c	c	c	c					c				c	c				c	c	c		c	c	c	
	1	4	21	4	26	25	10 20	23	24A 24B 37	20	24	19	22	28		1	2	3	3	5	5	8	11	6	6	9	12	13	14	14	14	15	16A 16B 16C	16B	17	18	4			18		31	30	32	33	34	35	35	36	

...e level for lesson to be taught.
...between N.Y. and Haiti appears in lesson
...is located

EXPLANATION OF LEVEL THREE TIME LINE

The time line is intended to assist the teacher by suggesting a reasonable length of time to be allocated for each lesson. In order to meet the needs of the children in each classroom, the teacher should feel free to adjust the lesson or the time line to suit the youngsters.

When following the Haitian Resource Unit, the teacher should bear in mind that the lessons included are not necessarily prescribed for a forty-five minute instructional period, but may be structured as the teacher sees fit in order to provide a meaningful experience.

TIME LINE - JUNIOR HIGH SCHOOL

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
FIRST WEEK	Playlet / 1* Location	5 Major Cities	9 Imports Exports	13 Explorers	15 Newly Formed Republic	17 Foreign Affairs	21 Religion	Spring Recess	30 Housing	34 Education / 35 Transportation Communication
SECOND WEEK	2 Topography	Unit Test I / 6 Transportation Communication	10 Handicrafts	14 Colonial Period Revolution Independence	16A Political Instability	18 Government	22 Superstition	25 Music Dance / 26 Art	31 Family Living	36 Recreation
THIRD WEEK	3 Climate Flora Fauna	7 Occupation	11 Forestry Fishing	29A Christmas	16B Political Instability	19 Law / Unit Test III	23 Folklore	27 Daily Living	29B Flag Day (May 18)	37 Mardi Gras
FOURTH WEEK	4 Population Language	8 Agriculture	Unit Test II / 12 Nations	Winter Recess	16C Political Stability	20 Cultural Awareness	24 Literature	28 Food Cuisine	32 Everyday Food / 33 Health Nutrition	Unit Test IV

*in the space provided on the Lesson Progression Chart.

LEVEL III

TABLE OF CONTENTS

	Pages
Acknowledgements	i - ii
Introduction	iii
Presentation	iv - v
Explanation of the Resource Unit	vi - vii
Linear Progression Chart	viii
Explanation of Level III Time Line	ix
Level III Time Line	x
Lesson One	1 - 6
Lesson Two	7 - 13
Lesson Three	14 - 20
Lesson Four	21 - 25
Lesson Five	26 - 33
Unit Test I	34 - 35
Lesson Six	36 - 40
Lesson Seven	41 - 44
Lesson Eight	45 - 48
Lesson Nine	49 - 54
Lesson Ten	55 - 59

Lesson Eleven ..... 60 - 64
Unit Test II ..... 65 - 66
Lesson Twelve ..... 67 - 71
Lesson Thirteen ..... 72 - 75
Lesson Fourteen ..... 76 - 85
Lesson Fifteen ..... 86 - 90
Lesson Sixteen: Module A ..... 91 - 98
Lesson Sixteen: Module B ..... 99 - 104
Lesson Sixteen: Module C ..... 105 - 109
Lesson Seventeen ..... 110 -114
Lesson Eighteen ..... 115 - 123
Lesson Nineteen ..... 124 - 128
Unit Test III ..... 129 - 130
Lesson Twenty ..... 131 - 134
Lesson Twenty-One ..... 135 - 140
Lesson Twenty-Two ..... 141 - 144
Lesson Twenty-Three ..... 145 - 152
Lesson Twenty-Four ..... 153 - 157
Lesson Twenty-Five ..... 158 - 163
Lesson Twenty-Six ..... 164 - 167
Lesson Twenty-Seven ..... 168 - 172
Lesson Twenty-Eight ..... 173 - 179
Lesson Twenty-Nine A ..... 180 - 186

Lesson Twenty-Nine B ..... 187 - 191
Lesson Thirty ..... 192 - 195
Lesson Thirty-One ..... 196 - 200
Lesson Thirty-Two ..... 201 - 204
Lesson Thirty-Three ..... 205 - 210
Lesson Thirty-Four ..... 211 - 215
Lesson Thirty-Five ..... 216 - 220
Lesson Thirty-Six ..... 221 - 225
Lesson Thirty-Seven ..... 226 - 229
Unit Test IV ..... 230 - 231
Teacher Evaluation Form 232

LEVEL III

Note to the Teacher: Present playlet "Welcome to Haiti" before beginning Lesson One. The abbreviation T. indicates comments to be made by the teacher.

Lesson One

Objectives:
- Students will be able to define geographical expressions and locate Haiti on a map.
- Students will be able to locate the U.S. and N.Y. on a world map.
- Students will be able to score 80% correct on the post test.

Pre- and Post Test: administer the test for Lesson One which is on a separate page.

Materials: world map, individual world maps, outline maps, physical feature map.

Vocabulary:
- equator - a line which divides the surface of the earth into two parts, north and south.
- hemisphere - a name given to any half of the globe.
- sea - a great body of water sometimes partly surrounded by land.
- continent - a part of the earth's surface that forms one of the great dry land masses of the world.
- ocean - a whole body of salt water that covers nearly 3/4 (70%) of the surface of the earth.
- island - a body of land smaller than a continent and completely surrounded by water.
- peninsula - a body of land nearly surrounded by water (on three sides).
- river - a body of water that flows from melting ice at the top of a mountain and joins with other streams to increase in size.
- boundary - the line drawn on a map to divide one political or geographical unit from another.
- gulf - a large indentation of a shoreline bordering a lake, bay, or ocean.
- plain - a broad nearly level stretch of land.
- forest - a tree covered area.
- tropical rain forest - a forest that grows in a warm climate.
- valley - a depression in the earth's surface, sometimes surrounded by plains, hills, and mountains.
- lake - a body of water surrounded by land.
- plateau - a raised, flat section of land that covers a large area.
- mountain - an elevated piece of land (at least 2,000 ft above its surroundings).
- mountain range - a chain of mountains.
- lowland - low or level country.

Motivation: Refer to the playlet and say, "The Jacksons have just arrived in Haiti. Where is it?" Refer to the map in front of the classroom. Have the children indicate where Haiti is on the map.

Aim: Where is Haiti in the world?

Procedure:

- T. Where is Haiti in the world?
- The students should identify Haiti on the map.
- T. What do you see around Haiti?
- Elicit neighboring countries and bodies of water.
- T. Where is the U.S. and N.Y.?
- T. What areas surround the U.S. and N.Y.?
- Continue in this fashion making sure the lesson includes the content of the pre-test by asking questions: i.e. Is Haiti found in the Mediterranean or the Caribbean Sea?
- Proceed to discuss the location of Haiti in relation to the Dominican Republic, N.Y., the Caribbean Sea, the equator, the Atlantic Ocean and the rest of the world. Explain vocabulary pertaining to this discussion.
- Distribute individual maps and have the students fill in the names of the areas mentioned.
- Distribute physical feature diagram. Define the terminology indicated on the diagram and point out the colors that represent each area.
- Summarize by having the children color in the bodies of water (blue) and the land masses (brown or green).

Homework:

- Distribute outline maps for the children to identify world bodies and write them in the appropriate areas.
- Color the map according to land bodies and water bodies.
- Label the map according to direction - north, south, east, west.
- Circle the area in which Haiti is found on this map.
- Indicate for each of the countries listed on the chalkboard whether it is north, south, east, west of Haiti. Countries to be listed on the chalkboard: United States, Dominican Republic, Venezuela, Cuba.

Answer key for the pre- and post test:

1. Dominican Republic
2. western
3. Caribbean
4. south
5. peninsula
6. three
7. Atlantic
8. land
9. blue
10. Gulf of Gonaive

PRE- AND POST-TEST FOR LESSON ONE

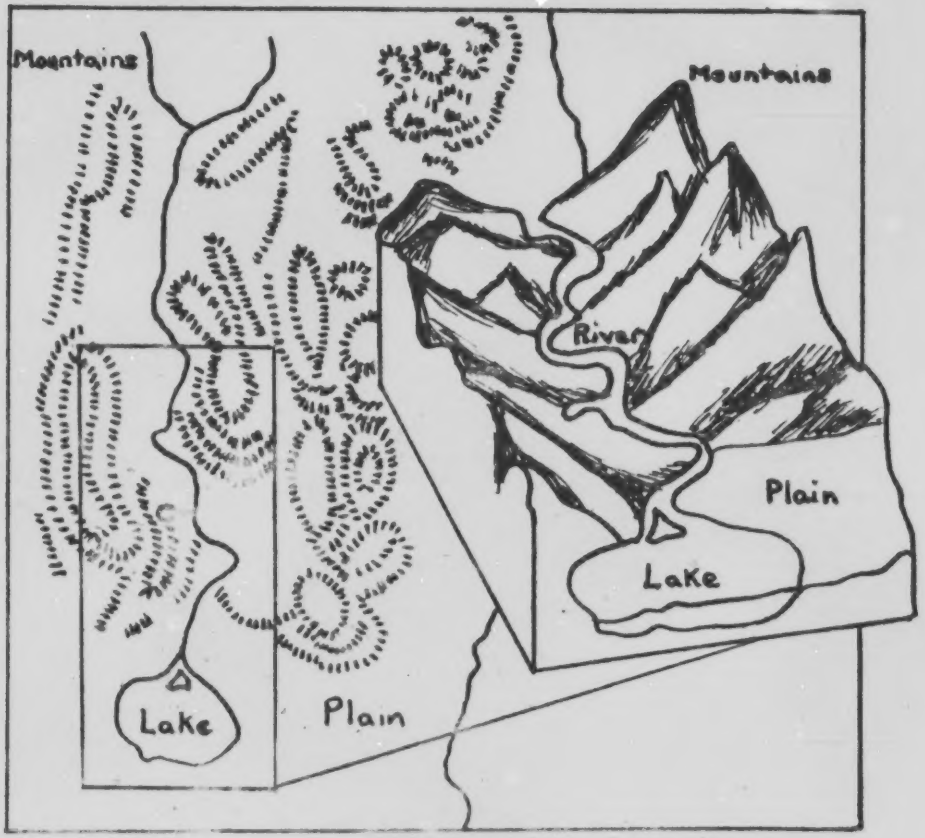
Note to the teacher: administer orally or written.

Directions: Write the correct response in the blank.

1. Haiti shares an island with _____. (Puerto Rico, Dominican Republic)
2. Haiti is in the _____ (eastern, western) hemisphere.
3. Haiti is found in the _____ (Mediterranean, Caribbean) Sea.
4. The equator is _____(north, south) of Haiti.
5. Haiti is _____ (a peninsula, an island).
6. A peninsula is surrounded by water on _____ (all, three) sides.
7. The ocean to the north of Haiti is the _____(Atlantic, Pacific.)
8. A continent is a body of _____ (water, land).
9. A body of water on a map is represented by the color _____ (brown, blue).
10. _____ (Atlantic Ocean, Gulf of Gonaive) a body of water, surrounds Haiti on three sides.

Haiti And Its Neighbors

Physical Features Diagram



From: Exploring the Western World: Its Peoples, Cultures & Geography
Melvin Schwartz, John R. O'Connor
Book Co., Inc

9
26
27

Lesson Two

Objectives:
- Students will be able to identify the physical features of Haiti.
- Students will be able to locate the physical features of Haiti on a map.
- Students will be able to identify the physical features of New York City.
- Students will be able to identify the physical features of New York City on a map.
- Students will compare and contrast the physical features of Haiti and New York City. (including all five boroughs)
- Students will be able to score 80% correct on the post test.

Pre- and Post Test: administer the test for Lesson Two which is on a separate page.

Materials: transparency and overhead projector, rexograph for class work, world map or globe, large outline map of Haiti, map of New York City, topographical map of Haiti, picture of a horse shoe, a view of Haiti (aerial), teacher made word chart for definitions of words: prepare oak tag chart with words and definitions - words on one chart and definitions on other chart.

Vocabulary: see Lesson One for definitions.

Motivation: The teacher will project on a screen a map of Haiti. He a picture of a horse shoe next to the projected map and say, "What can you say about Haiti and the horse shoe? Elicit that Haiti is in the shape of a horse shoe.

Aim: What are the physical features of Haiti (river, plain, mountain, etc.)?

Procedure:
- Teacher refers to the horse shoe to indicate that the sides of the horse shoe form a gulf. The larger gulf is called the Golfe de la Gonave and the smaller gulf is called Gonaïves. The island in the larger gulf is called Isle de la Gonave.
- To verify ask student: Are there really two gulfs? If so, what are their names: Refer to the topographical map and the map of Haiti.
- Continue by stating that each side of the horse shoe represents one peninsula. Therefore, Haiti includes two peninsulas, one in the north and one in the south.
- Use the map of Haiti and the world map to show that Haiti is the western third of Hispaniola. It is smaller than New York City (including all five boroughs). It is 1,300 miles from New York. The Dominican Republic is larger than Haiti. Haiti is closer to the equator than New York.
- Point out the principal river on the map. State that the Artibonite River flows across central Haiti to the Gulf of Gonave from Citadel.
- Illustrate the following fact with a crumpled piece of paper: (Legend has it that when Columbus reported to Isabel on his voyage to Haiti, he crumpled a piece of paper to show the mountainous and rough terrain).

- Teacher may ask after children look at map or paper or both: Haiti is an Indian word, what do you think it could mean? (Land of Mountains).
- T. Why do you think this is a good name for this country?
- Refer to world map in discussing Haiti's location in relation to neighbors. Point out that Haiti is located in the mid Caribbean between Cuba and Puerto Rico and that the distance between Cuba and Haiti is 50 miles. Cuba is west of Haiti, etc.
- To review and summarize some of the terms mentioned in this lesson, have children unscramble these words: gulf, peninsula, river, lake, valley, forest, plain, tropical forest, plateau, mountain range and island. For example: (gulf) flgu ____.
- Teacher may reinforce term by asking definition after word is unscrambled. Use word and definition charts for children to match word with definition.
- Distribute rexograph which is on a separate page.

Homework:
- Distribute rexograph which is on a separate page.
- Answer key for the homework assignment:

1. land of mountains
2. Massif de la Selle
3. Artibonite
4. Farrage de Peligre
5. peninsulas
6. Étang Saumâtre
7. Haiti
8. Caribbean
9. Puerto Rico
10. the Dominican Republic

Suggested Follow-up Activities:
- Make a topographical map out of clay.
- Paint map green for lowlands, beige for plains, brown for mountains, blue for water, etc.

Answer key for the pre- and post test:

1. b
2. g
3. e
4. c
5. a
6. gulf
7. river
8. lake
9. mountain range
10. plain

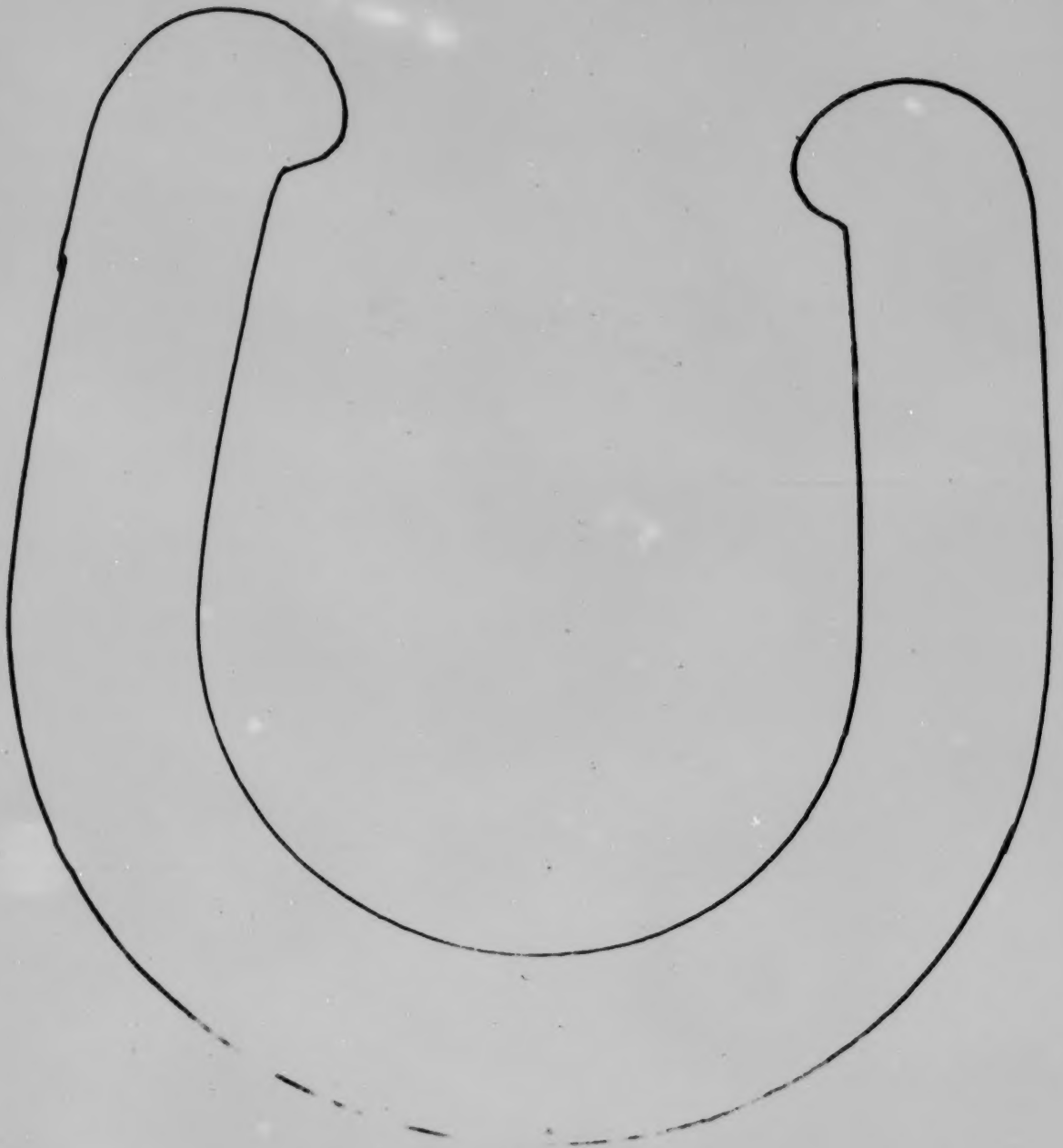
Pre- and Post Test for Lesson Two

Directions: Match the words in column I with their definitions in column II. Write the letter of the answer to the left of the number.

Column I		Column II
_____1.	tropical forest	a. a broad, nearly level stretch of land.
_____2.	valley	b. a thick growth of trees found in a hot and humid climate.
_____3.	plateau	c. a large indentation of the land bordering a lake, bay or ocean.
_____4.	gulf	d. a small body of land surrounded by water on all sides.
_____5.	plain	e. a raised flat section of land that covers a large area.
		f. an elevated piece of land.
		g. a depression in the earth's surface sometimes surrounded by plains, hills, and mountains.

Directions: Identify the following by writing river, mountain range, lake, plain or gulf in the correct blank.

6. Gonave _____
7. Artibonite _____
8. Étang Saumâtre _____
9. Massif de la Selle _____
10. Plaine du Nord _____



a horse shoe

N
Atlantic Ocean
TORTUGA IS.
Gulf of Gonaive
Gulf of Gonave
GONAVE
CAYEMITE IS.
MASSIF DE LA HOTTE
ILE-À-VACHE
Caribbean Sea

CLASS WORK

Directions:
1. Look at the class chart and match the definitions with the words listed.
2. Look at the map of Haiti and find and list an example of each word listed.
3. State one important fact about each area in Haiti.

	(1) DEFINITION	(2) EXAMPLE IN HAITI	(3) CENTRAL FACT
valley			
river			
forest			
plain			
tropical forest			
plateau			
lake			
mountain range			
gulf			
island			

HOMEWORK ASSIGNMENT

Directions: Fill-in the correct response in the blank.

Farrage de Peligre, Caribbean, Massif de la Selle, Étang Saumâtre, Puerto Rico, Artibonite, Mediterranean, peninsulas, Citadel, land of mountains, Dominican Republic, Cuba, Haiti, Gonaives

1. The word Haiti given to the country by the Taino Indians means _____.
2. One of the mountains or highlands is called _____.
3. Many Haitians like to go swimming in the _____ River.
4. They also work a lot in the _____ where they gather lumber for handicrafts.
5. Haiti has the shape of a horse shoe because of its two _____.
6. A Haitian from Port-au-Prince will probably go fishing in the Lake of _____, instead of going to Lac du Peligre.
7. The island of Hispaniola is shared by the Dominican Republic and _____.
8. Haiti is located in the mid _____.
9. Cuba and _____ are neighbors of Hispaniola.
10. The largest of the two countries on the island of Hispaniola is _____.

Lesson Three

Objectives:
- Students will be able to identify climates in different areas in Haiti.
- Students will be able to describe flowers and animals typical of Haiti.
- Students will be able to score 80% or higher on a post test.

Pre- and Post Test: Teacher will read questions or statement twice and the student will circle the correct response on a rexograph to be handed out.

1. How much does the average temperature change in Haiti?
   a. very much b. no change c. within a 10° range d. it's warmer in the mountains
2. How do we describe Haiti's climate?
   a. tropical b. desert c. temperate d. cold
3. When one talks about flora one talks about _____.
   a. food b. climate c. flowers d. animals
4. Crocodiles, lizards, iguanas and wild boars are all examples of _____.
   a. food b. climate c. flowers d. animals
5. All of the following are trees except:
   a. egrets b. palm c. pine d. firs
6. 32° F. is the same as _____.
   a. 17° C b. 26° C c. 0° C d. 97° C
7. Sisal is a (an) _____.
   a. animal b. drink c. plant d. picture
8. New York has four different seasons. Haiti has _____.
   a. more b. less c. the same amount d. none of the above
9. All of these weather conditions are found in Haiti except:
   a. rain b. snow c. hurricanes d. winds
10. The rainy seasons are in the months of October to November and _____.
    a. July-September b. January-February c. December d. April-June

Answer key for the pre- and post test:

1.	c	6.	c
2.	a	7.	c
3.	c	8.	b
4.	d	9.	b
5.	a	10.	d

Materials: pictures of four seasons, two fake thermometers, pictures of frangipani, papaya, banana, avocado, mango, breadfruit, orange, and guava; rexograph for pre- and post test and homework, map of western hemisphere.

Vocabulary:

- equator - an imaginary circle around the middle of the earth, halfway between the North Pole and the South Pole.
- temperature - degree of heat or cold.
- thermometer - instrument for measuring temperature.
- climate - the kind of weather a place has. Climate includes conditions of heat and cold, moisture and dryness, clearness and cloudiness, wind and calm.
- season - the four seasons of the year are spring, summer, autumn and winter.
- hurricane - tropical cyclone; storm with violent wind and, usually, very heavy rain.
- weather - condition of the air: hot weather, windy weather.
- trade winds - air in motion.
- tropical - of the tropics.
  - marine - of the sea; found in the sea; produced by the sea.
  - vary - change; make different.
- degrees - a step in a scale; a stage in a process.
- altitude - height abo ve the ground.
  - low - not high or tall.
  - high - tall, up above the ground.
- centigrade - divided into 100 degrees. The centigrade thermometer has 0 degrees for the temperature at which ice melts and 100 degrees for the temperature at which water boils.
- fahrenheit - on the Fahrenheit thermometer, 32 degrees is the temperature at which water freezes, and 212 degrees is the temperature at which water boils.
- formula - a set form of words, especially one which by much use has partly lost its meaning; a recipe of prescription.
- to convert - to change, turn.
- area - amount of surface; extent, region.
- storm - strong wind with rain, snow hail or thunder and lightning.
- furniture - articles needed in a house or room, such as chairs, tables, beds, desks, etc.
- vegetation - plant life; growing plants; growth of plants
- shrub forest -
  - shrub - a bush, a woody plant smaller than a tree, with many separate stems starting from or near the ground.
  - forest - thick woods; woodland, often covering many miles.
- thorny thickets -
  - thickets - shrubs, bushes, or small trees growing close together.

- thorny thickets cont'd -
  thorny - full of thorns; thorny rose, bush, a thorny thicket.
  thorn - sharp point on a plant; roses have thorns.
- coast - land along the sea; seashore.
- uplands - high land.
- flora - the plants of a particular region or time.
- fauna - the animals of a given region or time.

Motivation: Show the class a mango, breadfruit, avocado, banana, orange, guava and papaya.
T. What kind of fruit is this? Identify the fruit and say: This is a tropical fruit.
T. Where does it come from? Elicit: A tropical climate.
T. What is a tropical climate? Elicit the definition.

Aim: How do the plants and animals of Haiti reflect the climate?

Procedure:
- Refer to map of western hemisphere. Show that Haiti is near the equator, therefore the temperature is warm all year round. Teacher continues to explain: Because of the soft trade winds, Haiti enjoys a tropical marine climate all year round. This means that the temperature doesn't vary very much. There is about a ten degree difference between the warmest and coldest times. In general areas of low altitude are warmer than areas of high altitude.
- Locate New York and its distance from the equator and state that there are four seasons in New York.
- T. What are the four seasons? Name them and explain in pantomime or use pictures.
- Elicit temperature in each season - cool, cold, warm, hot.
- T. How many seasons are in Haiti? Elicit: two. They are the dry season and the rainy season. It rains during the months of April-June and from October-November. The rainfall is short and doesn't last a long time.
- T. During what months is the dry season?
- Use two fake thermometers (one centigrade and one fahrenheit). Place the fahrenheit thermometer on map of N.Y.C. showing 4.6°. Place the centigrade thermometer on Haiti showing 4.6°. Explain the formula for converting centigrade to fahrenheit: $(F^{o} - 32^{o}) \times \frac{5}{9} = C^{o}$ and $(C^{o} \times \frac{9}{5}) + 32^{o} = F^{o}$
- Place one thermometer on Port-au-Prince (low altitude) showing 25° C, 80° F. Place one thermometer on Mountain - Pic La Selle (high altitude) showing 16° C, 61° F. This shows that there is always a slight difference in temperature between areas of low altitude and areas of high altitudes.
- Point out Haiti's location in the Caribbean on the map.
- T. Because of Haiti's location in the Caribbean where tropical storms start there are many storms. What is the weather like in a storm season? How do the physical features of the land change? Have you heard of the Big Blow of 1963? Explain: When Hurricane Flora swept the island 8,000 people were killed and crops were damaged. It was the worst storm in the island's history. The hurricanes may occur from June-October and the

worst months are July, August and September. Children may discuss their personal experiences during a storm.

- T. What are some living things that can be damaged by a hurricane in Haiti? (Before calling on children to respond the teacher should write these categories on the board:
  FRUITS FLOWERS PLANTS TREES ANIMALS
  INSECTS BIRDS
  As the children respond write the items under the appropriate categories. Be sure to include sisal, crocodiles, lizards, iguanas, wild boars, egrets, flamingos, avocados, papayas, mangos, oranges, pine trees, fir trees, banana trees, mahogany trees, rosewood trees, spiders, orchids, poinciana, frangipanis, breadfruit, guavas, and coffee.
- T. Why are these items found in Haiti and not in New York? (There may be a few items common to both countries. Generalization: They grow in Haiti because of the tropical climate).
- Point out the lowlands on the map and say: The tropical rain forests are in the lowlands but most of Haiti's vegetation consists of tropical shrub forests and thorny thickets.
- Point out Haiti's coast line and say: Palm trees grow along the coast and pine trees are found in the wet, cool uplands (pointing to them on the map).
- Summarize by having the children make weather charts of Haiti and New York or mountains vs. lowlands. Keep record of weather in New York and Haiti for one month. Call airlines each day to find out weather in Haiti. Make a graph of the temperatures in Haiti vs. New York; Mountains vs. lowlands in Haiti for one month.

Homework: see the assignment on a separate page.

Follow-up Activities:

Make a climate map.
Make a conversion chart on oaktag of F° to C°.
Make a moveable thermometer showing F° on one side and C° on the other.
Make a scrap book of flora/fauna typical to Haiti.
Take a trip to the Botanic Gardens to see what grows in the New York area.
Take a trip to the zoo.
Take a trip to the museum to see handicrafts made from wood and plants.
Check an almanac for the frequency of hurricanes in Haiti.

PRE- AND POST TEST FOR LESSON THREE

Directions: Listen to the question or statement that the teacher reads. Circle the correct response on your paper.

1. a. very much b. no change c. within a 10^{o} range d. it's warmer in the mountains

2. a. tropical b. desert c. temperate d. cold

3. a. food b. climate c. flowers d. animals

4. a. food b. climate c. flowers d. animals

5. a. egrets b. palm c. pine d. firs

6. a. 17^{o} C b. 26^{o} C c. 0^{o} C d. 97^{o} C

7. a. animal b. drink c. plant d. picture

8. a. more b. less c. the same amount d. none of the above

9. a. rain b. snow c. hurricanes d. winds

10. a. July-September b. January-February c. December d. April-June

HOMEWORK ASSIGNMENT

Directions: Read the story and answer the questions.

As you all remember, when we last saw the Jackson family they had just arrived at the Hotel Excelsior in Haiti. After visiting various points of interest in the city on the fifth day of their stay they took a ride through the countryside.

Helen: Look at the pretty flowers. They don't look like the tulips and roses we have back home.

Mother: These flowers are typical tropical flowers. The white ones are orchids, the pretty red ones are poincianas, and the others over there are frangipanis.

Arthur: I think I saw something move in that bush.

Helen: You need glasses.

Father: Look to the right. The trees you see over there are mahogany trees. We make furniture from them. It says in the guide book that mangrove, palm, oak, banana, fir and pine trees are also common to Haiti.

Helen: I'm hungry.

Mother: I have some bananas, breadfruit, and guava for you. I bought them at the market.

Arthur: I wish you had bought papaya, mango and avocados. I like them.

Father: Let's stop here and stretch our legs. Look there's a pond over there. We can sit down on the rocks.

Helen: Do you think we will see a crocodile?

Father: No. Crocodiles live in swamps around here. Near ponds you'll find insects, lizards and snakes.

Arthur: You're right. Here's a lizard. But what are those birds?

Father: They are flamingos and egrets.

Helen: I'm tired. Let's go back to the hotel and rest.

Mother: O.K. - get back into the car.

Arthur: I'm disappointed. I wanted to see a wild boar.

Mother: We'll look in the guide book to see if there is a zoo to visit in Haiti.

HOMEWORK ASSIGNMENT

Questions:

1. What kinds of trees are in Haiti?
2. How did the Jacksons go to the countryside?
3. What kinds of living things did the Jacksons see in the countryside?
4. Name the fruits eaten by the Jacksons. What fruits did Arthur like?
5. What fruits do you like to eat?
6. What kinds of flowers did the family see on their trip and why do they grow in Haiti?
7. What is a good title for this story?
8. What is a wild boar?

Activity:

Illustrate the story on a separate sheet of paper.

Lesson Four

Objectives:
- Students will be able to explain why Haiti is the most densely populated area in the Caribbean.
- Students will be able to explain why some areas are more densely populated than others.
- Students will be able to name the languages spoken in Haiti today.
- Students will be able to list the languages which contributed to the formation of Creole.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test: Distribute the crossword puzzle, the pre- and post test for lesson four, which is on a separate page.

Materials:
Maps from L'Espace Haitien - transparencies pp. 7, 13
Teacher-made signs for role-play, with dialogue written on back (see Motivation).
Rexograph of pre- and post test.

Vocabulary:
- Arawak - an Indian people.
- densely populated - an area marked by crowding together of people.
- topography - the physical or natural features of a place or region represented on maps or charts, to show their relative positions and elevations.
- geography - a scien ce that deals with the earth and its life; especially the description of plant and animal life.
- gulf - a part of an ocean or sea extending into the land.
- agriculture - the science or art of cultivating the soil, producing crops and raising livestock.
- rural - relating to the country.
- urban - relating to the city.
- heritage - something received from a parent or preceding generations, other than actual property or money.
- dialect - a regional variety of a language, having different features of vocabulary, grammar and pronunciation from other regional varieties.
- ethnic group - people who are different from others because of their customs, culture and life style.
- census - a count of the population.
- nuclear family - a husband, wife and children who carry out the activities of the family.
- extended family - a husband, wife, children and other relatives, especially aunts and uncles, who carry out the activities of the family.
- ancestor - someone from whom a person is descended, and who is usually before a grand parent.

Motivation: Role play

- Person holds up sign "Before 1492 - Arawak Indians" and says: "I'm an Arawak Indian. We were the first inhabitants of Haiti."
- Person holds up sign "1492 - Spaniards" and says: "I'm a Spanish explorer. I came to Haiti to find gold and spices."
- Person holds up sign "1650 - French" and says: "I'm a Frenchman. I came to get rich in the new world."
- Person holds up sign "1780 - African" and says: "I'm an African. I was taken to Haiti to work on the coffee plantations.
- Person holds up sign "1976 - Haitian" and says: "I'm Haitian. The name of Haiti comes from the Arawak language. The name of our island, Hispaniola, which we share with the Dominican Republic, a Spanish-speaking country, is of Spanish origin. One of the languages we speak is French, because so many Frenchmen lived here. Africa contributed to our music and our common language, Creole. In 1804, we became the first independent black nation. We are proud of our culture (said in Creole). Nou fié kultèu nou!

Aim: What are the different groups of people living in Haiti and where do they live?

Procedure:

- T. What language was just spoken?
- Elicit that Creole is a language which is a mixture of French, African, Spanish and Indian languages.
- T. Which language is considered to be the official language of Haiti? (French)
- T. The official language of the United States, including New York City, is English. New York City, however, is a city formed by many different types of cultures. People came from Spanish-speaking countries, European and Oriental countries. Many languages are spoken in New York City and people maintain many cultural traditions.
- T. Haiti is the most densely populated area in the Caribbean. Why?
- Elicit:
    1. Haiti has a small land area.
    2. The people of Haiti have large families. (no birth control)
    3. Before the revolution, a large number of slaves were brought to Haiti to work on the plantations.
- T. points to a map of Haiti and indicates which areas are most densely populated.
    1. the northern coast
    2. the southern coast
    3. the central region

- T. Why are these areas so densely populated?
- Elicit: These areas have rivers, gulfs and seas running through or near them.
- T. Why is water important to the people?
- Elicit: It is important for agriculture, trade and daily living.
- T. Ten percent of the people of Haiti live in the cities and ninety percent of the people live in rural areas. Why?
- Elicit: After the colonial period, the large plantations were broken up into small plots of land. The former slaves stayed on these small farms to grow food for themselves and their families. They have remained on these areas until the present day.
- Discuss the pros and cons of living in urban vs. rural areas.
- To summarize and review, take a census of the class.
- T. What is your name? When were you born? Where do you live? How many people are there in your family (include nuclear and extended family)? What language (s) do you speak?
- Elicit: A country takes a census to find out:
    1. the different types of people who live in a country.
    2. which areas are more densely populated than others.
    3. the number of people in the country.
    4. the type of housing the people have.
    5. how old the people of the country are.

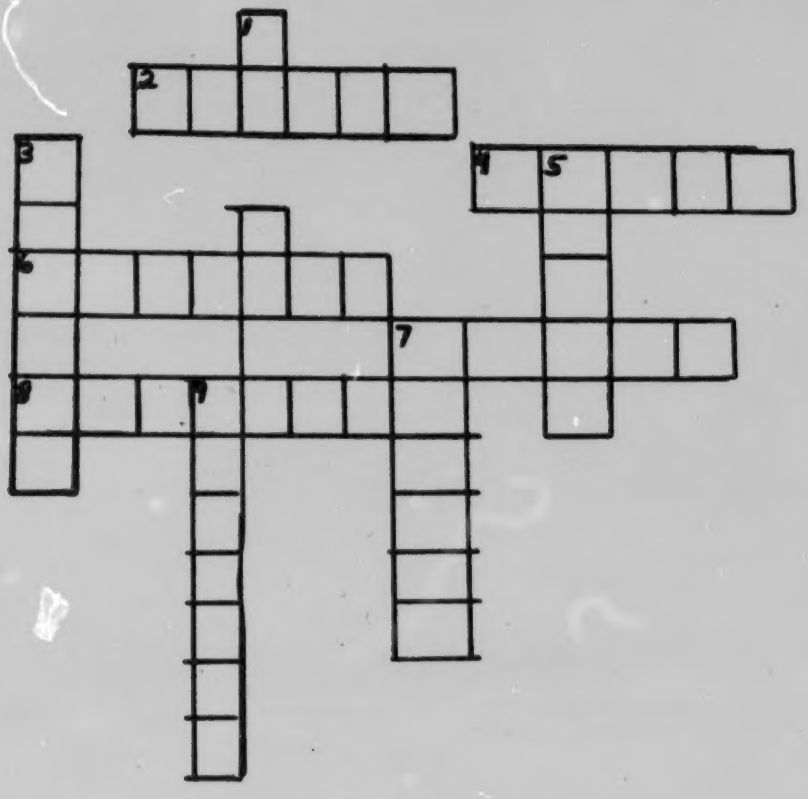
Homework: - The questions to be answered for homework are on a separate page in Lesson Four.

Follow-up: - Make a family tree.

Answer Key for Pre- and Post Test:

Across	Down
2. Arawak	1. Haiti
4. rural	3. Indian
6. density	5. urban
7. coast	7. Creole
8. ancestor	9. English

PRE- AND POST TEST FOR LESSON FOUR



ACROSS

2. The _____ Indians were the original inhabitants of Haiti.
4. It's easier to live in _____ areas because of agriculture.
6. _____ means the number of people living in a certain region.
7. The most densely populated areas are on the _____.
8. A family tree shows who your _____s were.

DOWN

1. _____ is the most densely populated area in the Caribbean.
3. Creole includes some _____ words.
5. 9.2% of the population live in cities or _____ areas.
7. _____ is the langua everyone speaks.
9. Some children learn to speak _____ in school.

HOMEWORK ASSIGNMENT

Directions: Write the correct answer for each of the following questions.

1. We were the first inhabitants of Haiti. Who were we?

2. In 1804, it became the first independent black republic. What country is it?

3. This language has a mixture of French, African, Spanish and Indian. What language is it?

4. The most densely populated areas of Haiti are the northern and southern coasts, and the central region. Why are these areas so densely populated?

5. Ten percent of the people of Haiti live in cities or urban areas. Where do the other people live?

Lesson Five

Objectives:
- Students will be able to locate the major cities in Haiti and in the United States on a map.
- Students will be able to explain why each city is important.
- Students will score 80% or higher on the post test.

Pre- and Post Test: Administer the test which is on a separate page.

Materials:
tape of "New York," "Chicago" "I Left My Heart in San Francisco," "Moon Over Miami",

rexographed maps of the United States and Haiti,
wall maps of the United States and Haiti,
pictures of each city depicting famous sights,
search puzzle for homework.

Vocabulary:
- major - greater in importance.
- heart - the organ that pushes blood through the body.
- moon - the white satellite that travels around the earth which can be seen in the sky at night.
- city - a big town with many people.
- pride - pleasure you get when you do something well, a feeling of your own dignity or value.
- event - something that happened, an occurrence, an experience.
- country - a large body of land that has its own government and culture.
- capitol - a town or city that contains the official government of a country.
- populated - inhabited or lived in, having many people in an area.
- island - a body of land surrounded by water.
- national - belonging to a nation (country).
- palace - the official house of a dignitary, king, queen, etc.
- location - the position at which a place is on the map.
- iron - a silvery-white, shiny metal that is hard.
- market - an open place or building where people sell things.
- monument - a building, a tombstone, a sculpture, etc, that helps us to remember something that is past.
- historical figure - a person who is famous because he did something in the past.
- memorial - something that helps us remember a person or an event, such as a monument.
- to ship - send.
- port - a town that is next to the water and has a place for ships to land.
- ruins - the parts of something that are left over when it is destroyed.
- buccaneers - a pirate or a person who robs at sea.
- independence - freedom.
- revolution - people changing a government by force, overthrowing a government.
- proclaim - to announce or say in public.

- colony - a group of people who came to a new country but who still receive guidance from their old country.
- huge - very big.
- cultural - relating to culture.
- business - occupation or work that a person does.
- center - middle point or principal point (as of trade).
- garment - any article of clothing.
- personal - individual, done in person.
- firms - a company of two or more persons in business together.
- branch - a part of a tree that grows out from the main tree.
- industrial - of or having to do with trade.
- packing - a few things wrapped or tied together for carrying, put together in box.
- to process - going on; moving forward.
- manufacturers - a person or company that makes articles in large quantities.
- main - most important.
- plant - a living thing that has leaves, roots and a soft stem.
- employment - work, what one is doing.
- rock music - popular music that began in the 50's until present.
- financial - having to do with money.
- state - nation.
- port - place where ships and boats stay.

Motivation:

T. Play a tape which includes the first few measures of the following songs: "New York, New York," "Chicago, Chicago," "I Left My Heart in San Francisco," "Moon Over Miami".
T. These are songs about cities. Why are songs written about cities? (pride, interesting people, places and events).
T. Do you know any songs about the cities you came from?

Aim:

What are some major cities in the United States and Haiti?

Procedure:

- T. Distribute a map of Haiti and the United States.
  Have children locate major cities on wall map/ (New York, Los Angeles, etc.)
  Have children write in name of each city on rexographed map.
- Elicit names of capitals of United States and Haiti.
- Include the following information about each city:
  Port-au-Prince: Haiti's capital. It is the most important and most populated city on the island. The large square, Place des Heros de Independence is the center of civic cultural and social life of Port-au-Prince. The government buildings of Haiti (including the National Palace) are located there. The Iron Market is a large market that sells anything that one might need. One of the important Haitian crafts is making articles out of mahogany.

Washington, D. C.: It is the capital of the United States. It has many of the buildings that allow the government to function such as the Capitol and the Treasury Building. Many monuments dedicated to historical figures include the Washington Monument and the Lincoln Memorial. The White House, the home of the president, is in Washington. Washington is a relatively small city.
The Kennedy Art Center, Smithsonian Institute, Pentagon, Legislative Branches, F.B.I., Supreme Court and the Library of Congress may be included in the discussion.

- T. Discuss the following cities in the United States and Haiti.
- Have the children locate the cities on their maps and write in their names.

Cap-Haitien: This is a port city located in northern Haiti. The crops grown in the northern part of the country are shipped from this port. The ruins of Henri Christophés Citadel are nearby. Cap-Haitien was Haiti's capital until 1776. Places of interest include the Church of St. Philomena, the ruins of an old French fort on Point Picolet, and the remains of Pauline Le Clerc's palace. This is the city Columbus discovered.

Port du Paix: This city is located in the northwestern part of Haiti. It is here where we find Fort Pierre where the buccaneers fought. It was in Port du Paix that Pierrot-Capois La Mort-Lamarre held the most important meeting before the independence of Haiti to decide how the people would fight against the French army to win the revolution.

Gonaives: This city is located on the northeastern portion of the Gulf of Gonaives. The independence of the colony of St. Dominque from France was proclaimed there in 1804.

Les Cayes: This city is located on the southermost portion of Haiti. It is the leading port in southern Haiti and was founded in the 1700's. One can still see the ancient arsenal on the Place Royale and several forts along the sea wall, which defended the port from many attacks.

New York: It is one of the most important port cities in the United States and is located in the northeastern part of the country. It is a huge cultural and business center. Some places of interest include Broadway, the Stock Exchange, the Statue of Liberty, the Empire State Building, the World Trade Center, the United Nations and Lincoln Center. New York has many museums and interesting areas such as the theatre district, the Lower East Side, the garment center, Chinatown, Little Italy and Greenwich Village. The largest park in New York City is called Central Park. People of all nations live there out of personal choice or because the business they work for have branches in this city.

Chicago: This city located in the northern part of the midwest is known as the Windy City. It is the largest industrial city of the midwest. The city has a large meat packing industry and is a great center for the processing of agricultural products. It is located in the state of Illinois.

Detroit: This city is located in the northern part of the midwest. It is the automobile capital of the country. It is here that all of the manufacturers of cars have their main plants. For this reason, it is a large center of employment. Detroit is also the home of the Motown sound in rock music. It is located in Michigan.

San Francisco: This city is the cultural and financial capital of the west and is located in the state of California. Places of interest include Chinatown and Fisherman's Wharf. The famous Golden Gate Bridge is also found in San Francisco.

Los Angeles: This city located in the southern part of California is the movie capital of the world. It is in Hollywood, a section of Los Angeles county, that most motion pictures are made. Disneyland, a famous amusement park is also located in the suburbs of Los Angeles.

- Summarize and review by having the children locate the city from which they come on the map, describe its location, its distance from the capital and state one thing about it.

Homework: Word search - finding names of cities mentioned in Lesson Five. See separate page for homework assignment.

Follow-up Activities:

1. Tell about the city you want to visit in the United States and why you want to visit it. Do you have relatives in other cities in the United States?
2. Distribute outline map of the United States with the capitals of each state indicated. Play "I am thinking of a capital" or "geography".
3. Do research in the library on a city of your choice. Write a report to be presented to the class.
4. Make a list of problems that are found in major cities.
5. List the advantages and disadvantages of living in a major city.
6. Class trip to points of interest in New York City.
7. Write a paragraph contrasting your former life in your native city in Haiti with the life you now lead in New York City.
8. Explore your neighborhood. Make a list of the things you find that you would not find in your home town.

Answer key for pre- and post test:

1. eastern
2. Port-au-Prince
3. Chicago
4. Gonaives
5. Detroit
6. Los Angeles
7. Chicago
8. Cap Haitien
9. Les Cayes
10. Washington D.C.

PRE- AND POST TEST FOR LESSON FIVE

Directions: Underline the correct answer in each sentence.

1. New York City can be found in the (eastern, western, southern) part of the United States.

2. The capital and most important city of Haiti is (Port de Paix, Port-au-Prince, Cap Haitien).

3. The midwestern city of great importance in the United States is (Chicago, San Francisco, Miami).

4. The independence of the colony of St. Dominque was proclaimed in the city of (Les Cayes, St. Marc, Gonaives).

5. The American automobile industry has its home in (New York, Hollywood, Detroit).

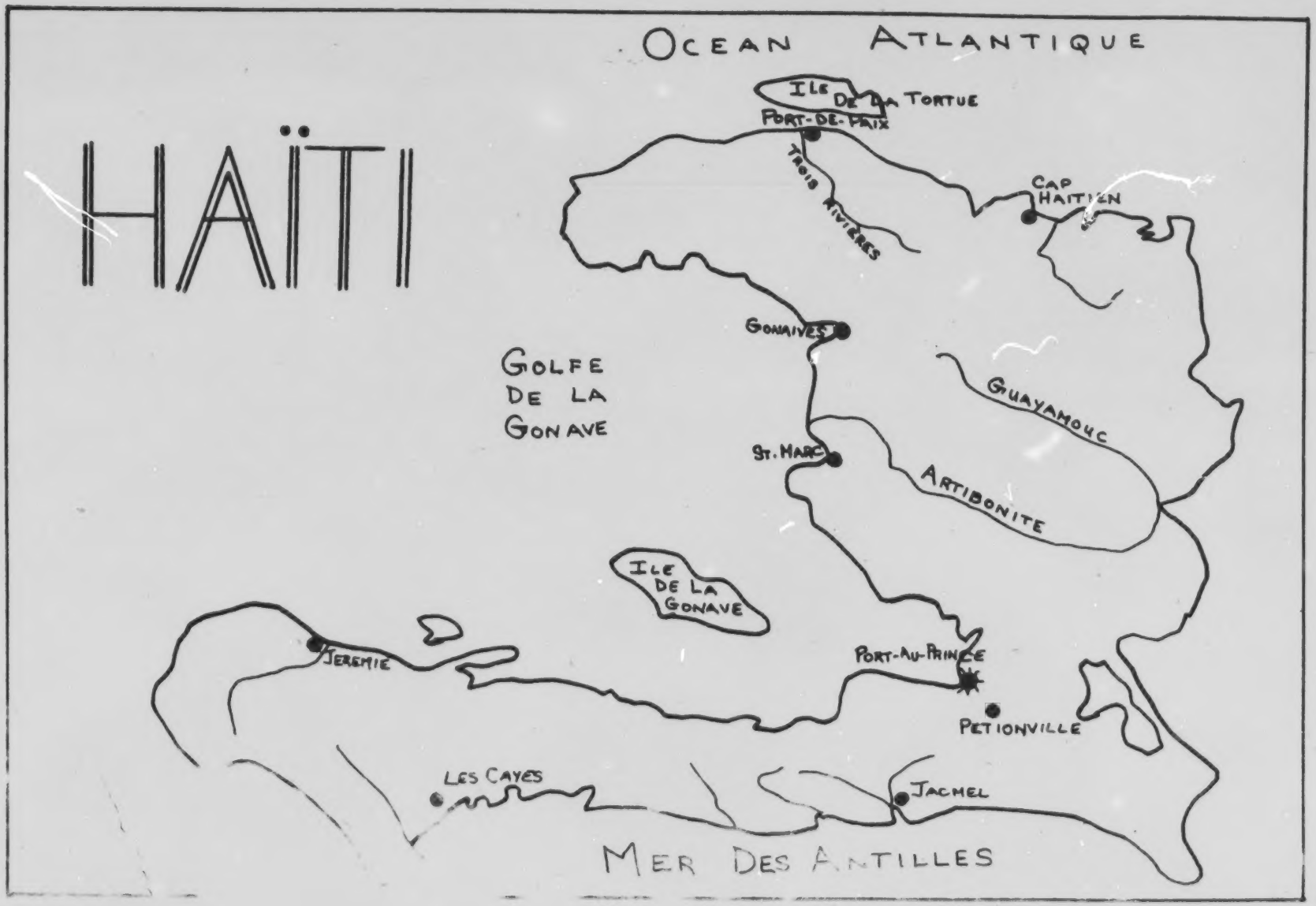
6. The movie capital of the world is (Houston, Denver, Los Angeles).

7. Meat processing is concentrated in (Seattle, St. Louis, Chicago).

8. The Citadel is located nearest to (Tortuga, Jacmel, Cap Haitien).

9. A city located in the south of Haiti is (Gonaives, Limbe, Les Cayes).

10. The capital of the United States is (Boston, New Orleans, Washington D.C.).


HAÏTI
OCEAN ATLANTIQUE
ILE DE LA TORTUE
PORT-DE-PAIX
TROIS RIVIÈRES
CAP HAITIEN
GONAIVES
GOLFE DE LA GONAVE
GUAYAMOUC
ST. MARC
ARTIBONITE
ILE DE LA GONAVE
JEREMIE
PORT-AU-PRINCE
PETIONVILLE
LES CAYES
JACMEL
MER DES ANTILLES

31

52

53

HOMEWORK

Directions: Find each word in the puzzle. Circle it.

B S T M A R C S A N D L S A D
W A S H I N G T O N D C E P E
R N D E N V E R E P L O A O T
V R E R S M A R I O A J T R R
N R E L N E W Y O R K E T T O
C A L M E N D O Z T A R L A I
H N O M I A M I S D I E E U T
I C S G O N A I V E S M G P A
C I A O D S T U D P E I N R O
A S N I M L E S C A Y E S I F
G C G J N E R O N I E S N N I
O C E A C H S I S X A L O C C
R N L C E C A P H A I T I E N
L E E M H S A Y H O U S T O N
H E S E P E T I T G O A V E W
H O L L Y W O O D U E S T N A

1. New York
2. Port-au-Prince
3. San Francisco
4. Cap Haitien
5. Miami
6. Port de Paix
7. Los Angeles
8. Gonaives
9. Washington D.C.
10. Les Cayes
11. Detroit
12. St. Marc
13. Hollywood
14. Jeremie
15. Houston
16. Jacmel
17. Denver
18. Petit-Goave
19. Seattle
20. Chicago

Note to Teacher: Administer Unit Test I upon completion of Lessons One through Five. Copies of the test can be ordered by writing to Ms. Jakubovitz, District 18 Bilingual Office, 133 East 53 Street, Brooklyn, New York 11203, room B23 or telephoning (212) 773-6565. A sample of Unit Test I with the answer key is typed below.

UNIT I - POST TEST

I. Matching. Match the geographic term with an example. Write the letter of the answer to the left. Two points each.

e	1. mountain	a. Atlantic
j	2. climate	b. Haiti
h	3. lake	c. Gonâve
d	4. continent	d. North America
i	5. island	e. Morne de l'Hôpital
c	6. gulf	f. Port-au-Prince
g	7. river	g. Artibonite
b	8. peninsula	h. Étang Sumâtre
m	9. mountain range	i. Hispaniola
a	10. ocean	j. temperate
		k. Gonaive
		l. Dominican Republic
		m. Massif de la Selle

II. Fill-ins. Complete each sentence with one or a few words. Two points each.

1. Sisal is used to make rope.
2. Haiti is in the shape of a horseshoe.
3. Tropical means warm climate which doesn't change much.
4. Mango, breadfruit, guava, casava is a tropical fruit.
5. Haiti has two peninsulas.
6. In the rainy season the rainfall is short.
7. There are two seasons in Haiti.
8. In the United States temperature is measured by degrees in fahrenheit.
9. Most of the people in Haiti live in rural areas.
10. The most densely populated area in the Caribbean is Haiti.
11. A census means a count of the population.
12. Creole is a mixture of French, Spanish and African and Indian dialects.
13. Water is important in Haiti because it irrigates the land.
14. Centigrade degrees is used to measure temperature.
15. The climate is tropical at the equator.

III. Which of the following words is spelled incorrectly? Circle the misspelled words. Two points each.

1.	a) hemisphere	b) iguana	c) temperature	(d) centapede
2.	a) plateau	(b) farenhight	c) tropical	d) insect
3.	a) valley	b) breadfruit	c) guava	(d) iland
4.	(a) penninsula	b) horseshoe	c) mountain	d) gulf
5.	a) mahogany	(b) termometer	c) sisal	d) coconut

UNIT TEST I

IV. Multiple Choice. Choose the best answer and write the letter to the right. Two points each.

1. All of the following are animals except: c
   a. flamingo b. crocodile c. pine d. iguana
2. The imaginary line that separates two countries is called b
   a. equator b. boundary c. longitude d. state
3. The name Hispaniola is _____ in origin. a
   a. Spanish b. French c. English d. Creole
4. Which of these is an insect: d
   a. lizard b. wild boar c. egret d. spider
5. All of the following are bodies of water that surround Haiti except: d
   a. Caribbean Sea b. Gulf of Gonave c. Atlantic Ocean d. Pacific Ocean
6. The native language of Haiti is a.
   a. Creole b. Spanish c. Chinese d. French
7. Flora and fauna mean d.
   a. boys and girls b. twin sisters c. girls' names
   d. flowers and animals
8. All of the following are directions on a map except: c
   a. north b. east c. best d. south
9. The country to the east of Haiti is: c
   a. Cuba b. Puerto Rico c. Dominican Republic d. Columbia
10. All of these weather conditions are found in Haiti except: b
    a. wind b. snow c. hurricanes d. rain

V. Essay. Ten points.

A. The following people came to Haiti for different reasons. Tell in what century they arrived and why them came to the New World. SPANIARDS FRENCH AFRICANS

SPANIARDS - Fifteenth c. to find gold and spices.
FRENCH - Seventeenth c. to get rich in the new world.
AFRICANS - Eighteenth c. to work on coffee plantations.

Map of Haiti. Ten points.

B. Fill in the missing names on this map next to the letter below.

Lesson Six

Objectives:
- Students will be able to list the different methods of transportation and communication in Haiti (public vs. private, rural vs. urban).
- Students will be able to compare and contrast the different methods of transportation and communication used in Haiti and New York.
- Students will be able to score 80% on the post test.

Pre- and Post Test: Write the following on the chalk board and have the children respond on paper to be handed in.
1. Define transportation and communication.
2. List five different methods of transportation used both in Haiti and New York.
3. List five different methods of communication used both in Haiti and New York.
4. List two methods of transportation used only in Haiti.
5. Name one method of transportation used in New York City that is not found in Haiti.
6. Which form of communication is commonly found in most New York homes that is not found in most Haitian homes.

Materials: record of traffic sounds in New York City, tape recording of communication sounds - radio announcer, television announcer etc., homework assignment rexograph, classwork rexograph, tape recorder.

Vocabulary:
- transportation - any method by which people go or things are sent from one place to another.
- communication - any method by which ideas are sent by one person and received by another.
- announcer - person who makes something known by public notice of some kind.
- slogan - a word or phrase used by any group, party, class or business.
- code - an arrangement of words or figures to keep a message short and secret.
- decode - translate (secret writing) from code into ordinary language.
- post card - card about 3 1/2 by 5 1/2 inches for sending a message by mail.
- telegram - message sent by electricity (telegraph).
- public address system - a method of speaking to all the people.
- signal - sign giving notice of something.
- Morse code - a telegraphic alphabet or code made by an American inventor.

Motivation: Play record of traffic sounds in New York City. Identify the sounds on the record and elicit the means of transportation heard. T. Where would you hear such sounds? (City). T. Would you hear these sounds in Haiti? Where specifically would you hear them?

Aim: What are the methods of transportation and communication in Haiti?

Procedure:

- T. In Haiti, how would you travel from a home to school (movie, library, New York, etc.)? Discuss.
- Distribute rexograph sheet and explain instructions (see separate page for copy of the rexograph).
- Upon completion of the rexograph have the children make statements: I walk to my school. I go to New York by plane. I travel to the Dominican Republic by railroad. Etc. Stress the new vocabulary and sentence structures illustrated above.
- Play the tape of different radio and television announcements. Have the students identify the call letters or slogans. Elicit means of communication.
- T. What else can you hear on the radio? Why do people use a radio or television? What are other ways of finding out the news and the weather? Elicit newspaper, magazine, post card, telephone, letter, telegram, public address system, phonograph, records, tapes, language, songs, plays, books, movies, signals, Morse Code, etc.
- To explain a code to the children the teacher may use the code found in the homework assignment and select a short sentence, code it on the chalkboard, give the code and have the children decode the sentence. Then have the children make up their own code (which cannot be used as part of the homework) and decode some sentences.
- Teacher may want to discuss the pros and cons of each method of communication discussed in the lesson.
- Review the definitions of transportation and communication and have students complete this chart:

Ways of Transportation

HAITI		NEW YORK	
rural	urban	rural	urban
(Suggested List)			
mules	mini bus	cars	buses
donkeys	camionnette	trucks	subway
horses	(tap tap)	railroads	railroad cars
by foot	ferry boat	motorcycles	taxicabs
		horse	trucks
			ferry
			helicopter
			bicycles
			airplanes

Ways of Communication

HAITI		NEW YORK	
rural	urban	rural	urban
	post office telephone telegrahie sans fil		

Points of Information:
- Some roads in Haiti connecting cities are in such miserable states of disrepair, that they are worse to travel on than the previous unpaved trailways.
- Railroad from Léigane to Verettes to Croix Des Bouguettes.
- In Haiti there is government control of all effective means of mass communication whereas in New York there is independent control.
- One telephone per 1000 people in Haiti which is the lowest number in the Western Hemisphere.
- There are 6 newspapers per 1000 people in Haiti.
- Due to lack of electricity very small number of electrical appliances including radio and television are used in Haiti.

Homework: These sentences appear coded on the homework rexograph which can be found on a separate page in Lesson Six.
1. I take the subway to go to Manhattan.
2. My father drives a car.
3. John likes to talk on the telephone.
4. Mary watches "Good Times" on television.
5. The taxi in Haiti is an ordinary car.
6. Tommy rides his donkey to the market.
7. Sèl is a magazine written in Creole.

Follow-up Activities:
- Make a walkie-talkie (cans and string).
- Get subway and bus maps and mention 5 locations and ask how the students get from one place to another.
- Take a trip on the Circle Line Boat around New York City.
- Compare and contrast the most modern methods of communication/transportation with the old fashioned methods of communication/transportation in New York and Haiti.
- Independent Study - Learn History of Transportation/Communication. Who invented the telephone/steam boat/automobile/wireless telegram, etc.

References: The following station was taped for Lesson Six: WHBI 105.9FM on Saturday, June 12, 1976, portions of Eddy Publicité from 8:30 - 10:00 p.m. were taped.

CLASS WORK FOR LESSON SIX

Directions: Select the means of transportation which could take you from home to each place listed.
Use the key at the bottom to help you draw the best means of transportation.

Dominican Republic

Work

Library

School

Post Office

New York

zoo

H O M E
in
H A I T I

Ile de la Gonâive

Florida

Citadel

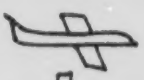
Church

Puerto Rico

market

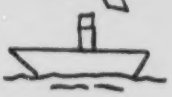
Movie

Key for means of transportation:

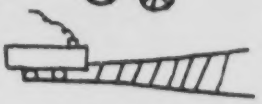
airplane 

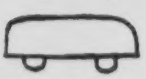
by foot

bicycle

ship 

donkey

train 

bus 

motorcycle

car

HOMEWORK

Directions: Decode the sentences.

Code:	aA	bB	cC	dD	eE	fF	gG	hH	iI	jJ	kK	lL	mM	nN
	7	17	2	22	3	8	16	1	21	4	24	5	25	6

	oO	pP	qQ	rR	sS	tT	uU	vV	wW	xX	yY	zZ
	9	19	11	13	18	10	12	14	20	15	23	[illegible]

1. 21 10,7,24,3 10,1,3 18,12,17,20,7,23 10,9 [illegible]6,9
   10,9 25,7,6,1,7,10,10,7,6.

2. 25,23 8,7,10,1,3,13 22,13,21,14,3,18 7 2,7,13.

3. 4,9,1,6 5,21,24,3,18 10,9 10,7,5,24 9,6
   10,1,3 10,3,5,3,19,1,9,6,3.

4. 25,7,13,23 20,7,10,2,1,3,18 "16,9,9,22 10,21,25,3,18"
   9,6 10,14.

5. 10,1,3 10,7,15,21 21,6 1,7,21,10,21 21,18 7,6
   9,13,22,21,6,7,13,23 2,7,13.

6. 10,9,25,25,23 13,21,22,3,18 1,21,18 22,9,6,24,3,23
   10,9 10,1,3 25,7,13,24,3,10.

7. 18,3,5 21,18 7 25,7,16,7,26,21,6,3 20,13,21,10,10,3,6
   21,6 2,13,3,9,5,3.

Make up your own sentence using this code.

Note to the teacher: The students may exchange sentences with each other for decoding on the following day.

Lesson Seven

Objectives:
- Students will be able to list the different livelihoods of the people of Haiti.
- Students will be able to explain how education affects the livelihoods of the people of Haiti.
- Students will be able to describe the reasons for emigration to the United States from Haiti.
- Students will be able to explain how people adapt to a different way of life than their own.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test: Have the students answer each question in a full sentence.
1. What type of training do you need to be a farmer in Haiti?
2. What kinds of jobs can you get in Haiti if you have a college education?
3. Who makes more money in Haiti, a policeman or a farmer?
4. Why do people come to New York from Haiti? (Give three reasons)
5. Select one job, describe the work that is done, and the education necessary for the job.

Materials: rexographed sheet on professions.

Vocabulary:
- emigration - the departure of people from their native land.
- immigration - the coming into a country where one is not native.
- skill - an ability to do something.
- occupation - job or work that one does.
- training - learning of skills needed for a certain occupation.
- college - a school of higher learning attended after graduation from high school.
- indoors - inside building
- outdoors - outside of building
- profit - to gain something from what you do - often money.
- volunteer - a person who works without receiving money from what he does.
- private company - a business not operated by government.
- tools - machine used to work by hand.
- benefit - anything that increases well-being.
- product - anything made by humans or machines.
- service - work done for someone else.
- status - one's place as compared to other people.
- value - worth of goods or services.
- accomplishment - something which you did well.
- creativity - the ability to make something using your own ideas and skills.
- recognition - attention for something well done.

Note to the teacher: You may wish to define the occupations listed on the rexographed sheet. See procedure.

Motivation: Game - What's My Occupation?
A panel of students interview two children. One portrays a farmer, the other a lawyer. Give the panel a list of 20 questions ie.

Do you work indoors or outdoors?
Do you work for profit or are you a volunteer?
Do you work for a private company or have your own business?
Do you work for the government?
Have you gone to school to learn a skill for your job?
Do you work in the city?
Do you work outdoors?
Do you have special tools for your job?
Do people benefit from your job?
Do you work in an office?
Are you involved in a product?
Are you involved in a service?

Aim: How do people make a living in Haiti?

Procedure:
- Refer to the children's families. Discuss the occupations of the people they know or knew in Haiti. Make a list of these responses on the chalkboard.
- Discuss the qualifications and education necessary for the occupations elicited. Put an asterisk next to the occupations that are the most desirable and elicit reasons (status, money, education, value, sense of accomplishment, creativity, recognition).
- Discuss the reasons for emigration to the United States. Elicit the reasons for emigration (families living here, better way of life, opportunities for occupations and education, freedom of speech). These were the ideals the Haitian hoped they would find. Note to teacher: Many Haitians are technically illegal emigrants because they are not properly registered and have problems getting the proper papers. Therefore they have alien status.
- T. What type of jobs do the emigrants from Haiti have in New York? Follow the above procedure namely, identify the occupations, list them on the chalkboard, discuss qualifications and education needed for each and put an asterisk next to the occupations that are most desirable and discuss.
- T. Some Haitians do not work at the same job in New York as they did in Haiti. What are the reasons that they are not working at the same job in New York? The teacher may mention reasons why other people came to the United States (political or religious freedom).
- The following are some of the reasons that Haitians may not have the same jobs they held in Haiti:
  Person does not know enough English.
  College credits are not all transferable.
  Farming jobs are not available in New York City.
  It is difficult to join a union-electrician, plumber, carpenter.
  To start a business, one needs a great deal of capital (money).
  They are not planning to stay here a long time.
- T. What are the jobs you would like to have here in New York City? How will you prepare for these professions? Teacher may elaborate on the importance of job interviews and resumes.

- Review and summarize by handing out the class work sheet (see separate page for Lesson Seven) which lists various occupations and the education necessary to achieve each one. Discuss the sequence of schools in the United States before the children do the work sheet. A general discussion may follow upon completion of the work sheet.

Homework: Duplicate the following assignment or write it on the board.

1. I work in the hot sun from six in the morning to three in the afternoon. I work on the land. I help produce food for Haiti. Who am I?
2. I work in an air conditioned office in New York City. I take dictation and type letters and answer the phone. Who am I?
3. I work in a hospital and I help people get better. I assist the doctor. I give patients their medicine and vaccinations. Who am I ?
4. I work in a place where people come to buy my product. I put the product into paper bags. I pay rent for the space where I work. Who am I?
5. Make up three riddles of your own.
6. List three typical jobs in Haiti.

Follow-up Activities:

- Interview a person who was a farmer in Haiti. Ask these questions: Where was your farm?
  What products did you grow?
  What were some of the problems you had as a farmer?
- Write a composition "A Day in the Life of a _____ (insert a profession)". What is your day like? Who do you see? How do you feel when you see them? (ie. If you are a doctor how would you treat your patients?)
- Make a puppet or pipe cleaner doll representing an occupation. Dress the puppet or doll as this person.
- Make a class newspaper using what they have written about their occupations.
- Game. A student pretends to be working in a specific occupation. He must tell five things about himself which help the class guess his occupation.
- Set up a mock job interview. What information is needed? What is a resumé? What do you write on your resumé? How do you dress for an interview?
- Write an essay. If you continued to live in Haiti, what would you have become? What would you like to become now that you live in New York City? Describe the job and the preparation (education) necessary for the job?

CLASS WORK

Directions: Check each area of education needed for each of the following occupations (jobs).

	Jr. High School	High School	Vocational	Academic	Trade School	Junior College	Four Year College	Apprenticeship	Medical School	Graduate School
Accountant										
Architect										
Astronomer										
Bookkeeper										
Baker										
Beautician										
Butcher										
Bus Driver										
Carpenter										
Commercial Artist										
Dentist										
Doctor										
Electrician										
Farmer										
Fireman										
Grocer										
Journalist										
Lawyer										
Manager										
Nurse										
Pharmacist										
Plumber										
Policeman										
Priest										
Seamstress										
Sanitationman										
Storekeeper										
Shoe Salesman										
Secretary										
Teacher										
Translator										
Truck Driver										

Lesson Eight

Objectives:
- Students will be able to explain why the majority of the population in Haiti is engaged in agricultural activities.
- Students will be able to list which products are produced and which animals are raised by the agricultural community.
- Students will be able to differentiate between products grown in farm areas in Haiti and in New York State.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test: Administer the test for Lesson Eight which is on a separate page.

Materials: real or plastic fruits and vegetables, transparency of a woman with a basket on her head.

Vocabulary:
- agriculture - the way in which soil is cultivated and crops are produced.
- products - any goods or objects which are grown or manufactured.
- plantation - a large area of land where soil is cultivated.
- grown - reached full development.
- crop - the product which is grown on a plantation or farm.
- manioc - a vegetable.
- erosion - the wearing away of the soil.
- export - to sell goods to another country.
- import - to buy goods from another country.
- sisal - a fiber prepared from a plant.
- cacao - chocolate seeds from trees.
- temperate climate - moderate weather during a season.
- cyclone - a weather condition characterized by strong rotating winds.
- drought - a very long dry period in the weather.
- security - a feeling of confidence; safety.

Motivation: Show the transparency or bring in a large basket with with tropical and temperate fruits and vegetables.
T. Which of these products are grown in Haiti/New York?

Aim: What products are grown in Haiti?

Procedure:
- T. Eight out of ten people make a living from agriculture in Haiti. Why do you think so many people work on farms? Discuss.
- T. What did we learn about the population? Discuss.
- T. Do most people live in the city or the country?
Elicit: Most people live on farms because their families live there, they don't have good education or opportunities to get jobs in the city, and they are used to this way of life. People like to live on the land because there is a sense of security in owning one's own property.
- T. Does everyone own his own farm?
Elicit: Most people live on small farms, but some people work on large plantations.

- T. Haitians grow the same things on plantations as they do on farms. Mixed crop farming is an agricultural method employed by the farmers. What do they grow on each?
- Make a list on the board.

	Small Farms	Plantations
Produce:	manioc (used to make flour for bread)	sugar cane
	sweet potatoes	coffee
	yams	sisal
	casaba	cotton
	corn	
	avocados	
	plantains	
	coconuts	
	pumpkins	
	kidney beans	
	papaya	
	breadfruit	

These products are grown for export to the United States and other countries.

- T. Do we grow these products in New York State?
  Elicit: We grow apples and pears, grapes to make wine, and dairy products such as eggs and milk. The small farms in Long Island grow potatoes, strawberries, tomatoes, lettuce and cucumbers.
- T. Why aren't these foods grown in Haiti?
  Elicit: Haiti has a tropical climate which is too warm. Stress the differences between tropical and temperate climates. Follow the above procedure to discuss which animals are raised by the agricultural community in Haiti/ New York State.
- T. Do Haitians grow enough food for themselves?
  Elicit: No, certain foods are grown for export and the money received from exporting coffee, sugar, sisal, cacao and molasses is used to buy canned goods, clothing and cars.
- T. What happens when there is a drought?
  Elicit: When there is a drought or cyclone, the crops fail, and some animals die.
- Summarize and review the lesson by making a list of the stores in the community that sell Haitian products, such as fruits, vegetables, baked goods. In addition, make a list of products grown/animals raised in tropical and temperate climates.

Homework: Write the following sentences on the board for the students to complete for homework.

1. What American food products are used in Haiti?
2. What Haitian products are found in New York City?
3. Compare the products grown on a farm to products grown on a plantation.
4. Extra credit: Write a short paragraph about a typical farmer's day in Haiti.

Follow-up Activities:

1. Have a class tasting party. Each student brings in a special dish. (Use foods mentioned in the lesson, if possible).
2. Explain the difference between a banana and a plantains
3. Explain how manioc is used in Haiti vs. New York. Do the same for sisal.
4. Learn about erosion and drought from the ecological point of view.
5. Plant two avocado pits. Allow one to grow outside, and one to grow indoors. Observe how the climate affects the plant.
6. Compile a cookbook of Haitian recipes which use the products mentioned in the lesson.

Answer Key for Pre- and Post Test:

sisal - Haiti, plantation
yams - Haiti, small farm
tomato - New York, small farm
peaches - New York, small farm
plantain - Haiti, plantation
coffee - Haiti, plantation
pears - New York, small farm
casaba - Haiti, small farm
cotton - Haiti, plantation
avocado - Haiti, small farm
apples - New York, small farm
sweet potato - Haiti, small farm
pumpkins - Haiti small farm
corn - Haiti, small farm
lettuce - New York, small farm
manioc - Haiti, small farm
grapes - New York, small farm
sugar cane - Haiti, plantations
lemons - New York, small farm
coconuts - Haiti, small farm

PRE- AND POST TEST

Directions: Write the product number under the correct column to indicate where the product is grown (New York or Haiti, small farm or plantation). For example, sisal is grown in Haiti and on a plantation.

sisal	yams	tomato	peaches	plantains	coffee
pears	casaba	cotton	avocado	apples	sweet potato
pumpkins	corn	lettuce	manioc	grapes	sugar cane
lemons	coconuts				

New York or Haiti

Small farm or plantation

Lesson Nine

Objectives:
- Students will be able to list Haitian imports and exports.
- Students will be able to explain the impact of Haitian imports and exports on world trade (including trade with the United States).
- Students will be able to explain how natural resources affect the imports and exports of Haiti.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test: Administer the test for Lesson Nine which is on a separate page.

Materials: eraser wrapped in aluminum foil, can of fruit, reading selection to be rexographed, homework assignment to be rexographed, minerals ie. copper pennies.

Vocabulary:
- natural resource - materials supplied by nature which benefit people
- minerals - substance obtained by mining or digging in the earth.
- cultivate - to prepare and use land for growing crops.
- export - send goods out of one country for sale in another.
- import - to bring goods in from a foreign country for sale.
- marble - hard stone which takes beautiful polish used for statues and buildings.
- iro n - strong, cheap metal from which steel is made.
- bouxite - claylike mineral from which aluminum is made.
- copper - a reddish metal.
- oil - thick fatty liquid which burns easy - used for heat and fuel.
- industry - business, trade or manufacture.
- mining - getting something valuable out of the earth.
- manufacturing - making things by machines.
- essential - that which is necessary.
- embroidered - something decorated with colored stitches.
- pharmaceutical products - drugs or medicines.
- construction - act of building.
- revenue - income, money earned.
- refine - to make pure or fine.

Motivation: Note to teacher: The following motivation is to demonstrate the meaning of the words import and export.
- Bring a can of fruit and an eraser wrapped in aluminum foil to school.
- Give the eraser to another teacher.
- Arrange for this teacher to send a monitor to your class at a predetermined time. This monitor will ask for the fruit.
- Then send your own monitor to the other room to get the minerals (represented by the eraser wrapped in foil).
- Elicit: meaning of import and export. The class exported the fruit to the other room (the prefix ex means out). The class imported the minerals (the prefix im means into).

Aim: What are the imports and exports of Haiti?

Procedure:
- Distribute rexographed copies of the reading selection which is on a separate page.
- Read each paragraph aloud to the class while the students read silently.
- Ask the following questions after the children have read the complete passage silently:

1. What is a natural resource? (something found in nature that can be used by man)
2. What is Haiti's most important natural resource? (soil)
3. Why is Haiti's soil an important natural resource? State two reasons. (it cultivates many products used for export, many minerals are found in the soil)
4. What three things are done with the minerals underneath the soil? (mined, used in industry, exported)
5. What is copper used for? (pots and pans, jewelry, electrical wiring).
6. What is bauxite used for? (aluminum cans, automobiles, sheet metal)
7. What are the most important agricultural products of Haiti? (sugar cane, coffee beans, sisal).
8. Where is sisal grown? (plantations).
9. What products are used for hand made objects? (sisal, wood, goat skin).
10. What products are imported by Haiti? (cars, canned goods, clothing, medicine).

Homework:
- Distribute the rexographed homework assignment.
- Part III in the homework assignment may be optional depending on the child's ability in mathematics.

Answer Key for the Homework Assignment:

Part I-
1. F
2. T
3. F
4. F
5. F

Part II-
1. sisal, wood, goat skin
2. cars, clothing, canned goods, medicine
3. 6%
4. agriculture
5. revenue
6. the products it needs
7. United States

Part III-
1. $30,000
2. $127,000
3. $60,000
4. $15,000
5. $1,000

Follow-up Activities: - Make a product map of Haiti indicating where products are farmed and/or mined.
- Compare and contrast natural resources of Haiti and the United States.
- List the products in your home that are made from aluminum and copper.
- Bulletin board display where the class brings in pictures of the products which are then properly located on a map of Haiti.

Answer Key for the Pre- and Post Test:

1. d
2. d
3. d
4. b
5. a
6. d
7. b
8. a
9. c
10. b

PRE- AND POST TEST FOR LESSON NINE

Directions: Choose the best answer for each question. Write the letter of the answer to the right.

1. All of the following natural resources are found in Haiti except: 1._____
   a. copper b. oil c. bauxite d. manganese

2. Minerals are extracted for use from the: 2._____
   a. lakes b. houses c. farms d. earth

3. All of the following crops are found in Haiti except: 3._____
   a. cotton b. manioc c. sisal d. mahogany

4. Copper is used to make all of the following except: 4._____
   a. electrical wiring b. baseballs c. pots
   d. jewelry

5. Which of these is not an industrial product? 5._____
   a. bananas b. cars c. heavy machinery d. soap

6. Which is the most important export in Haiti? 6._____
   a. sisal b. sugar c. cacao d. coffee

7. What percent of the people are involved in industry in Haiti? 7._____
   a. 80% b. 6% c. 60% d. 8%

8. Which of these products is <u>not</u> imported by Haiti? 8._____
   a. bananas b. clothing c. cars d. canned goods

9. To which of these countries does Haiti export most of its goods? 9._____
   a. Puerto Rico b. Canada c. United States
   d. Santo Domingo

10. Haiti imports goods because: 10._____
   a. it has enough products
   b. most people are involved in agriculture
   c. they want to build their own industry
   d. people have a lot of money to spend

CLASSWORK

Reading selection:

Haiti's soil is its major natural resource. A natural resource is something found in nature that can be used by man. It provides Haiti with the opportunity to cultivate many products for export. Underneath this soil are found many minerals which can be mined, used in industry and exported.

Many minerals are mined for export. Marble, iron, bauxite, copper and oil are among the riches that industrialized nations need to import from Haiti for manufacturing. The two most important products are bauxite and copper. The companies that import bauxite use it to make aluminum cans, automobiles and sheet metal. The companies that import copper use it to make pots and pans, jewelry and electrical wiring. Two of the biggest mining companies are Sedren S.A. and Reynolds Mining Corporation.

More than two hundred small industries were started in the last three years. Haiti has become the world's largest producer of baseballs. The United States buys 75% of its baseballs from Haiti.

Agriculture provides another group of products for export in Haiti. The most important products which are grown on the plantations are sugar cane, coffee beans, and sisal. They are essential because we use them in every day life. The company that refines the sugar cane is HASCO.

The third area of exported goods includes hand made objects. These products include articles made of sisal, wood and goat skin, in addition to embroidered and knitted goods.

Haiti imports cars, canned goods, clothing and pharmaceutical products (medicine). Very few materials are imported for construction purposes.

Only 6% of Haiti's population is involved in industry while 80% is involved in agriculture. It is necessary to export products to provide Haiti with revenue, so that Haiti can buy the products it needs. The United States is the country with which Haiti does most of its trade.

HOMEWORK ASSIGNMENT

PART I: True and False. Write true or false next to each statement.

1. _____ Wheat is the most important agricultural product of Haiti.
2. _____ Sisal is grown on plantations.
3. _____ Haiti imports coffee beans.
4. _____ Sugar cane is grown on small farms.
5. _____ Bauxite is an agricultural product.
6. _____ The United States is the world's largest producer of baseballs.

PART II: Fill ins. Write the correct answer in the blanks.

1. _____ and _____ are used to make hand made objects for export.
2. Two products that Haiti imports are _____ and _____.
3. _____% of the Haitian population is involved in industry.
4. Eighty per cent of the Haitian population is involved in _____.
5. Exporting products provides Haiti with _____.
6. Haiti uses its revenue to buy _____.
7. Haiti trades mostly with _____.

PART III: Mathematics Problems. Write the correct answer at the end of each problem.

1. Mr. Jones wants to import 6 tons of sugar from Haiti. Each ton costs $5,000. How much will he pay? _____
2. M. Duvalier needs three dozen Ford cars. The Ford company sells each one for $3,500. How much must he pay for these cars if he must also pay an import tax of $50 for each car? _____
3. M. Eugene, who lives in Port-au-Prince, exports bauxite to Canada. He charges $10 a pound. How much would 3 tons of bauxite ore cost? (one ton equals 2,000 pounds) _____
4. My mother bought ten carved mahogany figures in Haiti. Each one costs $2.00. If they cost $3.50 each in New York, how much money did she save? _____
5. A manufacturer of rope in New York bought 1000 pounds of sisal at 5 gourdes a pound. How much did he pay for his purchase? Express your answer in dollars if 5 gourdes equals $1.00. _____

Lesson Ten

Objectives: - Students will be able to describe the skills of native artisans.
- Students will be able to make their own hand made article.
- Students will be able to compare and contrast the handicrafts of Haiti with those of New York.
- Students will be able to identify specific handicrafts.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test: Administer the test for Lesson Ten which appears on a separate page.

Note to Teacher: Lesson Ten consists of Haitian handicrafts. Three projects were selected as examples of popular Haitian handicrafts:

A) clay vases,
B) wooden carvings, and
C) cloth dolls.

Select one of the projects, A,B, or C, for the class. Include a brief discussion of the other two projects in the motivation of the lesson, in order that students know the procedures, materials, tools and techniques involved in making these handicrafts.

Materials: "Life in Haiti" kit (you may borrow the kit from the District Bilingual Education Curriculum Resource Center, 133 East 53 Street, room B23), Haiti- The First Negro Republic in the New World - Edition Delroisse, Haiti by Rafael Tarnowski and J.J. Flori - Edition Delroisse, Project A - clay, Project B - soap, toothpicks or spoons and paper clips, Project C - cotton sock, buttons, colored cloth, needles and thread.

Vocabulary: - mask - a covering to hide or protect the face.
- bead - small bit of glass, metal, etc. with a hole through it, that can be strung on a thread.
- cotton - the soft, white fibers that are around the seed of the cotton plant.
- cloth - material made from wool, cotton, silk, linen, hair, etc., by weaving, knitting or rolling and pressing which is used to make clothing.
- button - a round piece put on clothing and other things to close or decorate.
- needle - a thin tool, sharp at one end, with a hole at one end to pass a thread through, used in sewing.
- thread - a very thin cord used for sewing.
- handicraft - an art piece or a trade (job) that needs ability with the hands.
- clay - a sticky kind of earth (soil) which gets hard when it is baked.
- knead - pushing down many times on a piece of moist clay or flour with the hands to make a dough or paste.

- coil - wind round and round into a pile, a tube or a curl.
- base - the part of a thing that is at the bottom.
- slab - a wide, flat, thick piece of stone, wood, meat, etc.
- kiln - an oven used to burn, bake or dry something.
- brittle - very easily broken.
- sketch - a rough drawing or design; a plan.
- toothpick - small pointed piece of wood for removing bits of food between the teeth.
- gourde - the fruit of a plant whose dry shells are used for bottles, bowls, etc.
- mahogany - the dark reddish-brown wood that comes from the mahogany tree which grows in tropical climates.
- technique - the method or system used to accomplish something.
- steel - iron mixed with carbon so that it is very hard, strong and tough.
- drum - a musical instrument that makes a sound when it is beaten.
- flute - a long, thin, pipelike musical instrument.
- seed - thing from which anything grows.
- shell - hard outside covering of nuts, eggs, turtle, fish, etc.
- pottery - pots, dishes, etc. made of clay and hardened by heat.
- Potter's Wheel - a wheel used to shape clay into pottery (dishes made from clay and hardened by heat).
- macrome - the art of weaving things from rope.
- stained glass - glass in different colors used to make decorative windows.
- candles - a stick of wax with a piece of cord in it (a wick), burned to give light.
- leather - a material made from the skin of an animal.
- craft - skill; a job (trade) or art that needs skilled work.
- tie dye - process by which cloth is dyed in various designs.
- batik - process by which cloth is dyed and redyed to make various designs.

Motivation: Show each of the objects in the "Life in Haiti" kit (ie. dolls, masks, beads, dishes).
T. What is it? What is it made of? How is it made?
Have the class select a handicraft to make.

Aim: How are handicrafts made?

Procedure: Project A) clay vases:
- Show how to knead the clay in order to soften it.
Make a flower pot using the coil method for the base and sides or the coil for the base and a slab for the sides.
- T. In Haiti the clay that is used is hard. The flower pot is made on a Potter's Wheel. Then it is baked in a kiln. When it is finished, it is very hard and brittle. These pots are very popular in Haiti.

Project B) soap carvings:
- Explain that soap is substituted for wood for convenience.
Have a soap turtle (or other figure) that is completed except for one leg.

Draw a sketch of a turtle on a piece of paper.
Copy the sketch onto the soap by tracing it.
Use the tool (toothpick, spoon or paper clip) to carve out the leg.
Demonstrate how to carve carefully and slowly, in order that the soap does not break.

- T. In Haiti, objects are carved out of gourdes and mahogany.

Project C) cloth dolls or sock puppets:

- Show a completed puppet and how to make the face with buttons for eyes and cotton for a nose. Wool threads may be attached in short strands or long strands for braids.
- T. In Haiti, dolls are made with cotton cloth.
- T. What were the procedures, materials, tools and techniques involved in making your handicraft?
- T. How are these handicrafts similar to the ones in Haiti? Are the materials the same or different?
- Elicit: The pottery objects are made with clay as in Haiti. In Haiti, they use hand clay and it is fired. They also use a Potter's Wheel. They use wood instead of soap for carving. They make dolls with cotton cloth, sisal or gourdes.
- T. Are the finished products the same or different? Explain that in Haiti, they are done professionally.
- Summarize and review by referring to the books on Haiti (you may borrow them from the District Bilingual Education Curriculum Resource Center) and showing pictures of Haitian handicrafts: mahogany masks, baskets, steel drums, wooden flutes, beads made from seeds and shells, pottery, embroidery.
- T. What are some of the crafts found in New York City? Elicit: pottery, macrome, stained glass, candles, jewelry, leather crafts (sandles, coats), tie dye and batik.

Homework: Finish the project that you started in school. Bring in the finished project to show to the class.

Follow-up Activities:

1. Students may work on their project in art class or shop class.
2. Students may make paper mache masks of children's faces or paint the faces on a balloon.
3. Use a dried gourde or pumpkin to carve a mask.
4. Make a guitar out of a wooden cigar box and a piece of leather stretched over it.
5. Make copper pictures from a thin sheet of copper. Draw a picture on a sheet of paper. Place the paper on the copper. Using a sharp object, outline the picture by stippling dots on to the copper.
6. Basket weaving. Soak long strips of straw in water to soften them. Use six short strips to make the length. Then use one long strip to weave in and out.
7. Macaroni jewelry. Paint the macaroni. Use shells, bow ties, large macaroni, and spaghetti. String them in random order on a long string.

8. Clothes hangers. Make a profile of yourself or another student in class by bending and shaping the clothes hanger.

Answer key for pre- and post test:

Project A)
1. a vase
2. clay
3. Knead the clay to soften it.
   In Haiti, a vase is made on a Potter's Wheel.
   Then it is baked in a kiln.
4. handicraft
5. Haiti

Project B)
1. doll
2. cotton cloth
3. by hand
4. handicraft
5. Haiti

Project C)
1. figure
2. wood (mahogany) or gourde
3. carved by hand with sharp instrument
4. handicraft
5. Haiti

PRE- AND POST TEST FOR LESSON TEN

Directions: Select one of the pictures and answer the following questions.

1. What is it?
2. What is it made of?
3. How is it made? Include the tools used and the ways to make it.
4. What do we call something made this way?
5. In what country do you see a lot of these objects?

Lesson Eleven

Objectives:
- Students will be able to locate areas in Haiti on the map where fishing and forestry predominate.
- Students will be able to describe how forestry contributes to various industries in Haiti.
- Students will be able to locate the geographical areas on the maps of Haiti and New York State where fishing and forestry predominate.
- Students will score 80% or higher on the post test.

Pre- and Post Test: Administer the test for Lesson Eleven which appears on a separate page.

Materials: overhead projector, transparency of trees - mahogany, ebony, pine, mapou and cedar, green crayons, chart displaying different natural colors of wood - wood stain chart, pictures of trees and fish, map transparency and copies of same map for each child, sample diorama.

Vocabulary:
- forestry - science of developing and cultivating forests.
- soil erosion - land wearing away due to water, wind or other natural forces.
- lumberjack - one who cuts wood.
- Paul Bunyan - legendary hero who was a lumberjack.
- saw - hand or electric tool used for cutting.
- log cabin - small house made from branches of a tree.
- thatched roof - top or covering of house made from straw or leaves.
- ecology - branch of biology that studies relationship between living things and their environment.
- preserve - to save from destruction.
- replant - to put seeds or trees in the ground again.
- vehicle - any means of transportation.
- transportation - carrying from one place to another.
- tourist - one who travels.
- spear - weapon used for throwing with a sharp end.
- delicacy - something delightful or pleasing to the taste or to eat.
- diorama - a painted scene in three dimensions.
- forest - large areas of land covered by trees.

Motivation: Point to the tables and chairs in the room and ask the students of what they are made. Point to wooden objects in the classroom.
T. Are these products made of the same things in Haiti?
Name other items made of wood. Show wood stain chart.

Aim: Why is forestry important in Haiti?
Why is fishing important in Haiti? (This will be discussed further on in the lesson).

Procedure: - From the transparency have the students identify the following types of trees and their uses:

a. mahogany (sculpture, furniture, export)
b. ebony (sculpture)
c. pine (furniture)
d. mapou (lumber)
e. cedar (furniture)

Point out that wood can be used for making boats, furniture and sculpture.

- Elicit a definition of forest and forestry.
- Show the transparency of a map of Haiti and locate the forests in Haiti.
- Distribute copies of the map to the students and have them color in green areas of forests in Haiti.
- Show a map of the United States and discuss forestry.
  T. Forestry is not a big industry in New York State but it is important in the Northwest (point to the area on the map). Much of the wood in the United States is used for making paper products. In the early days the homes were log cabins whereas homes in Haiti are made of thatched roofs.
- Review the importance of wood and care of forests. Discuss forest fire prevention and erosion.
- To illustrate erosion you may use a paper mache model of Haiti (including mountains, trees and sand), pour water over the model and discuss the results.
  T. What are the effects of weather on the erosion of the soil?
  Relate the following erosion factors in Haiti:
  a. The trees are cut down and not replanted,
  b. The rainy season causes land erosion, and
  c. The lack of water during the dry season causes trees to die.
- T. How can Haiti solve these problems?
  Elicit: Haitians are not replanting the trees so their forests are getting smaller and the soil is being washed away.
- T. The United States is ecology minded. What is ecology?
  Elicit the definition (see vocabulary section of the lesson).
- T. We are trying to preserve our forests, animals, fish and clean water. Why do we want to keep the water clean?
  Elicit: To prevent water pollution.
- T. What happens when the water becomes polluted?
  Elicit: The fish and other useful sea products die.
- T. How does this effect fishing in Haiti?
  Explain that fishing is very important in everyday life in Haiti. Almost every family has at least one member who goes fishing. The fish are found in the salt water around Haiti. They are lobster, gisquette, red snapper, oyster and rock lobster. Haitians fish in lakes, oceans and rivers. State the methods of fishing (net, poles, spears, fly fishing).
- T. What kind of meals does your mother make with fish? What are your favorite fish recipes? Mention akee, a favorite fish recipe in Haiti.

Sometimes these fish are sold in local markets. But fishing is not an important national industry in Haiti. Tourists like to fish in La Gonave. People go fishing in these lakes: Sumatre, Miragoanne, Les Eaux Gaillees. The International Casino Pier is excellent for spear fishing.

- Compare fishing here in New York State with fishing in Haiti. Here people fish for pleasure or when they want fresh fish to eat. Lobster is a delicacy in New York because it has to be transported from the waters in Maine or from other countries.
- Summarize and review by listing the different types of trees and fish found in Haiti.

Homework:

Explain how a diorama is prepared to the class. If possible show the class a diorama. Have the students prepare a diorama illustrating a forest and lake scene and label each part.

Follow-up Activities:

1. Have the students make a model of a mountainside to show effects of erosion. Make it out of paper mache or clay.
2. Write about a fishing experience (how you caught or shelled a rock lobster, or collected coques de lambi - conch shells).
3. Bring in a recipe using fish.
4. List five things made of wood in your home. Try to identify each wood.
5. Show how the water cycle contributes to erosion as well as growth. Rainfall from clouds falls on lakes and land, evaporates from lakes and land and then goes into the atmosphere.
6. Trip to the botanic gardens.
7. Neighborhood walk to identify trees.
8. Research the legend of Paul Bunyan and report to class.
9. Research the American lumberjack, his clothes and tools.
10. Make a list of the products that come from trees, for example, maple syrup.

Answer key for pre- and post test:

1. rock lobster, red snapper, oysters
2. true
3. food
4. furniture
5. true
6. true
7. fishing
8. true
9. true
10. Etang Sumatre

PRE- AND POST TEST FOR LESSON ELEVEN

Directions: True and False. If the underlined word is wrong change it to make the sentence true.

1. Sea bass is a very popular fish in Haiti.
2. Mahogany is used for making furniture.
3. Fishing is a leisure time activity in Haiti. Most people catch fish for fun in Haiti.
4. One uses cedar to make automobiles.
5. Chopping down trees and heavy rainfall cause land erosion.
6. A favorite fish recipe is called akee.
7. One way of fishing is using an ebony pole.
8. Lack of water causes trees to die during the dry season.
9. Forestry is not a big industry in New York State.
10. A popular fishing resort in Haiti is Lake Champlain.

64

86

87

Note to Teacher: Administer Unit Test II upon completion of Lessons Six through Eleven. Copies of the test can be ordered by writing to Ms. Jakubovitz, District 18 Bilingual Office, 133 East 53 Street, Brooklyn, New York 11203, room B23 or telephoning (212) 773-6565. A sample of Unit Test II with the answer key is typed below.

UNIT II - POST TEST

I. Matching. Select the best definition. Write the letter of the answer to the left. Two points each.

h	1.	transportation
m	2.	agriculture
o	3.	occupation
a	4.	import
p	5.	communication
b	6.	industry
k	7.	capital
d	8.	urban
f	9.	immigration
l	10.	rural
n	11.	export
c	12.	handicraft
j	13.	qualification
q	14.	forestry
g	15.	mining

a. product brought into a country
b. making a product from natural resources
c. an article made by hand
d. pertaining to city
e. a land with many trees
f. foreign people entering a country to live
g. activities involved in taking and using minerals from earth
h. means of travel
i. mail a letter out of town
j. knowledge/skill to get a job
k. money
l. pertaining to country
m. cultivating the land
n. sending products out of country
o. a kind of job
p. way of expressing a message, thought or emotion
q. activities involved with caring for and making products from trees

II. Fill-ins. Complete the sentences below with the correct responses. Two points each.

1. Mahogany is a wood used for furniture.
2. Manioc is made into flour for bread.
3. Copper, gold, bauxite are minerals.
4. A plantation is a large area of land where soil is cultivated.
5. Haiti imports cars, canned goods, clothing and medicine.
6. The majority of Haitians farm for a living.
7. The most popular form of long distance transportation is the airplane.
8. The most important agricultural product of Haiti is coffee.
9. A person who fills prescriptions is called a pharmacist.
10. The difference between sisal and gisquette is that sisal is a plant and gisquette is a fish.

UNIT TEST II

11. A form of communication not found in most Haitian homes is a telephone.
12. There is little rain during the dry season.
13. Haiti exports most of its goods to the United States.
14. One type of handicraft made in Haiti is wooden carvings, sculpture.
15. An occupation common in New York that is not common in Haiti is subway conductor.

III. Multiple choice. Choose the best answer and write the letter to the right. Two points each.

1. Which of the following minerals is found in Haiti? b
   a. zinc b. copper c. lead d. platinum
2. Which of the following is a form of transportation in Haiti? d
   a. camel b. motorcycle c. llama d. bus
3. An architect does the following d.
   a. builds houses b. washes floors c. drives a car d. designs houses
4. A Haitian would most likely work as c.
   a. a bus driver b. a lawyer c. a farm worker d. a baker
5. Which of the following is a fish recipe? b
   a. gruau b. akee c. sirop d. riz et pois
6. Which of these products is used to make rope? a
   a. sisal b. cotton c. wheat d. cocoa
7. Erosion is caused by d.
   a. a drought b. planting trees c. akee d. heavy rainfall
8. John buys baseballs from Haiti. He is in the business of c.
   a. exporting b. forestry c. importing d. agriculture
9. Most of the farm workers work on b.
   a. plantation b. a small farm c. gardens d. boats
10. The company that treats sugar cane is d.
    a. Reynolds b. Ford c. IBM d. HASCO
11. 6% of the Haitian population works in the field of b.
    a. agriculture b. industry c. imports d. exports
12. Haitians would most likely travel by a.
    a. donkey b. monkey c. motorcycle d. rocket
13. Handicrafts are made from the following except c.
    a. sisal b. goat skin c. brick d. gourdes
14. One of the reasons that people emigrate from Haiti to New York is because d.
    a. to find gold b. they like their way of life in Haiti
    c. things are cheaper in New York d. they want a better way of life
15. Decoding is a form of c.
    a. industry b. transportation c. communication d. forestry

IV. Essay. Ten points
Compare the way of life in Haiti to the way of life in New York. Describe the differences in transportation, communication, agriculture, industry, forestry and mining in Haiti with New York. Mention the occupations involved in each industry.

Lesson Twelve

Objectives:
- Students will be able to name the original peoples who lived in Haiti.
- Students will be able to describe the way of life of the Arawak Indians.
- Students will be able to relate how the island became a Spanish colony.
- Students will be able to relate that the discoveries of the United States and Haiti were made at the same time.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test: Administer the test for Lesson Twelve which is on a separate page.

Materials: nine transparencies and homework assignment (to be rexographed), overhead projector.

Vocabulary:
- Greater Antilles - four islands in the West Indies (Cuba, Hispaniola, Puerto Rico, Jamaica).
- religious - someone who believes in God.
- caves - a hollow space underground.
- worship - great honor and respect.
- chief - leader, most important.
- powers - forces.
- respected - honored.
- Carib - an Indian who came from Venezuela and conquered the Arawaks.
- Venezuela - a country in South America.
- Tainoes - a tribe of Arawak Indians.
- Tortuga Island - island hideout of the pirates.
- peaceful - quiet, calm.
- buccaneer - pirate.
- galleon - a large ship.
- bullion - bars of gold and silver.

Motivation:
- Show transparency (1) Arawak Indians and read this narrative:

  Many years ago before Haiti had been discovered by Columbus, there was a group of Indians called the Arawaks living on the island.
- Show transparency (2) Map of South America and continue:

  These people migrated from Venezuela north to the Greater Antilles.
- Show transparency (3) Arawak Indians and continue:

  The Arawaks were a proud and peace loving group of people who spent their day working the soil, hunting and fishing.

They were a religious people and used caves for their place of worship.

- Show transparency (4) Handicrafts and continue: We know about them because we have found objects carved from stone and wood. Each village had a chief with great powers. He was highly respected.
- Show transparency (5) Carib warriors and continue: They lived this way for 1500 years until the Carib Indians emigrated from Venezuela or the Guianas and conquered them. The Carib warriors married the Arawak women and used the Arawak language.
- Show transparency (6) Map and continue:

Columbus sailed to the New World and discovered Haiti on December 4, 1492, three months after he discovered America.

- Show transparency (7) Columbus and continue: Columbus was looking for another route to India so he called the people living on the island Indians. These Indians were called Tainoes, a tribe of Arawaks. The Spanish treated them badly and soon they died out.
- Show transparency (8) Buccaneers and continue:

After the Spanish settled in Haiti in the seventeenth century the French, the British and the Dutch buccaneers came there looking for adventure and gold. They established hideouts in northern Haiti and Tortuga Island.

- Show transparency (9) Galleons and continue: From there they attacked the Spanish ships in the Caribbean. The French eventually gained control of the whole western third of Hispaniola. In 1697, Spain officially recognized French rule in that area.

Aim: Who were the first people who lived in Haiti? What happened to them?

Procedure: - After reading the narrative, show the transparencies again and elicit the information that goes with each projection. If necessary, reread the paragraphs with the pertinent information for recall.
(1) - Who are these people? What do they look like? Where did they live?
(2) - Where did they come from? When did they come?
(3) - What are these people doing? (farming) What tools did they use?
(4) - What is pottery? How did they use it? What other objects did they make? What other materials did they use? (bone, shell, wood) Where did they get these materials?
(5) - Who are these people? (Carib Indians) Why did they come to Haiti? Were they peaceful?
(6) - Who came on these ships? Name the ships. Why did Columbus come to the New World? What other country did he discover in the same year?
(7) - What did Columbus call the people he found in Haiti? Why did he call them Indians?
(8) - What is a buccaneer? Why did the buccaneers come to Haiti?
(9) - What are these? (galleons) Why are they fighting in the Caribbean Sea?
- Summarize and review by eliciting the sequence of events covered in this lesson and listing them on the board. Have the class copy the completed list in their notebooks.

Homework: Distribute the homework assignment which appears on a separate page in Lesson Twelve.

Follow-up Activities:

1. Treasure hunt in the classroom. Make up fake gold bullion or coins (or even gold covered chocolate coins). Have each part of the room represent a country - Haiti, Cuba, Puerto Rico, Tortuga, Venezuela, Mexico, Guianas, etc. Give each child a map. Give them a list of clues in order to find the treasure. (Clues depend on the physical set-up of the classroom.
2. Research report on buccaneers and pirates - Long John silver, Bluebeard.
3. Make a pirate costume - symbol is skull and cross bones, boots, bandana, eye-patch.
4. Discuss the life of the pirates - no nationality, freedom, no country, criminal, hard life and luxuries. People are still searching for the treasure they supposedly buried.
5. Class trip to Light Opera of Manhattan to see Pirates of Penzance (Gilbert and Sullivan).

Answer key for pre- and post test:

1. e 2. h 3. a 4. j 5. b 6. c 7. i 8. d 9. g 10. f

PRE- AND POST TEST FOR LESSON TWELVE

Directions: Match the word to the definition. Write the letter to the left of each word.

_____ 1.	buccaneer	a. head of a village of Indians
_____ 2.	Arawak	b. island hideout of pirates
_____ 3.	chief	c. person who discovered Haiti
_____ 4.	Carib	d. one of the ships sailing to the New World
_____ 5.	Tortuga	e. adventurer sailing the Caribbean looking for gold
_____ 6.	Columbus	f. country from which Arawaks migrated
_____ 7.	Hispaniola	g. group of large islands in the Caribbean
_____ 8.	Pinta	h. name of group of Indians living in Haiti
_____ 9.	Greater Antilles	i. name given to the island that today is shared by Haiti and the Dominican Republic
_____10.	Venezuela	j. Indians who conquered the Arawaks

HOMEWORK ASSIGNMENT FOR LESSON TWELVE

Directions: Answer the following questions.

I. Write a paragraph about the Arawak Indians. Include the following information:

a. who they were
b. where they came from
c. how they lived
d. what kind of government they had
e. what objects they made
f. who conquered them

II. Write an essay on the discovery of Haiti. Include the following information:

a. who discovered Haiti
b. when did he discover Haiti
c. what did he call the island
d. what did he call the people
e. what was he looking for
d. what other country did he discover that same year

III. Write a paragraph on the buccaneers. Include the following information:

a. who they were
b. what they looked for
c. what they did
d. who eventually gained control of the island of Hispaniola

Lesson Thirteen

Objectives:
- Students will be able to name the most important explorers that came to Haiti.
- Students will be able to list the accomplishments of each explorer.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test: Administer the test for Lesson Thirteen which appears on a separate page.

Materials: U.M.M. Kit "Historical Personalities - Caribbean History Kit" - filmstrip and map rexograph, filmstrip projector.

Vocabulary:
- discover - to see or learn of for the first time.
- explorer - person who travels over little known lands or seas for the purpose of discovery.
- La Navidad - Spanish name for Christmas.
- Cap-Haitien - one of the places Columbus discovered in Haiti.
- viceroy - person ruling a country or province as the deputy of the king.
- prefect - the chief administrative official of a region.

Motivation: Show filmstrip picture number one.
T. Who is this? (Columbus)
T. What is he famous for? (He discovered Haiti as well as the United States)
T. What country did he come from? (Spain)
T. What do we call someone who discovered a new land? (explorer)
T. Can you name other explorers? (Diego de Velasquez, Father Bartolomé de las Casas)

Aim: Who were the first people to discover Haiti?

Procedure:
- Show picture number one again.
T. On December 4, 1492, Columbus discovered the island which he named La Hispaniola. Since it was close to Christmas time, he named the new settlement, which is now called Cap-Haitien, La Navidad.
- Discuss his reaction to discovering the new land.
- Show picture number two.
T. Diego de Velasquez accompanied Columbus when he arrived on the island of Hispaniola and became governor of Santo Domingo. In 1511, Velasquez conquered Cuba.
- Show picture number three.
T. Bartolomé de las Casas, followed Velasquez to the island. As most of the Spanish explorers, he was most interested in obtaining gold.

Bartolomé was known as the "Protector of the Indians" because he tried to improve their conditions. He was somewhat successful in protecting the Indians by getting permission from the Crown to import Negro slaves from Africa.

- Summarize and review by completing the rexographed map which should be distributed to each child.

Homework: Answer in a complete sentence or sentences:

1. When did Columbus discover the island of Hispaniola?
2. What did Columbus call the area near Cap-Haitien?
3. Who accompanied Columbus to Hispaniola?
4. What did Diego de Velasquez conquer in 1511?
5. Who was Bartolomé de las Casas? What was his role in Haiti?

Follow-up Activities:

1. Globe Study - to understand why Columbus never reached India. Display globe. Have students locate Spain and India. What land was between Spain and India? Why wasn't Columbus able to reach India? Was the world as small as Columbus thought?
2. Columbus is still remembered. List places named after Columbus. Look at a map of the United States and other areas in the Western Hemisphere. Include cities, rivers, etc. on the list. Do you know of any schools names after Columbus?
3. Read Columbus' diary and report on his feelings upon discovering a new land.
4. Flag Study - draw and compare flags of Spain, Haiti and the Dominican Republic.

Answer key for pre- and post test:

1. explorer
2. Bartolomé de las Casas
3. La Navidad
4. Santo Domingo
5. Africa
6. Prefect
7. Cuba
8. Spain
9. Columbus
10. Protector of the Indians

Answer key for homework:

1. December 4, 1492.
2. La Navidad
3. Diegode Velasquez
4. Cuba
5. Spanish explorer, Prefect of the island.

PRE- AND POST TEST FOR LESSON THIRTEEN

Directions: Select the correct word or words to complete each sentence.

Santo Domingo	Spain	explorer
Prefect	Columbus	Africa
Bartolomé de las Casas	Cuba	La Navidad
Protector of the Indians		

1. Someone who discovers a new land is called an _____.
2. An explorer known as the Protector of the Indians was _____.
3. Columbus named the new settlement _____.
4. Diego de Velasquez arrived in Hispaniola and became governor of _____.
5. Some of the Negro slaves were imported from _____.
6. After Columbus was Viceroy of Haiti, Bartolomé became _____.
7. In 1511, Diego de Velasquez conquered _____.
8. The first people to explore Haiti came from _____.
9. The first Head of Government of Haiti was _____.
10. Bartolomé was known as the _____.

Answer these questions:

1. Put an X on those points that Columbus reached in the Caribbean.
2. Label the bodies of water.
3. Color the island green that Diego de Velazquez discovered, What is its name? _____.
4. Color the island orange that was known as Hispaniola. What two countries now make up Hispaniola?
5. Label the geographical areas for example, United States, Central America, South America.

Lesson Fourteen

Objectives:
- Students will be able to explain how society was structured during the colonial period.
- Students will be able to list reasons why the slaves revolted.
- Students will be able to relate the influence of the French Revolution on the Haitian revolt.
- Students will be able to describe the roles of leaders and Toussaint L'Ouverture in Haiti's rebellion.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test: Administer the test for Lesson Fourteen which appears on a separate page.

Materials: transparency and chart (to be rexographed), lotto board (to be rexographed), reading selection (to be rexographed), overhead projector.

Vocabulary:
- slave - person who is the property of an other person.
- rights - freedoms.
- overworked - doing too much work.
- master - person who owns slaves.
- pantomime - a play without words.
- depict - show.
- role - a part in a play.
- whip - to hit, strike, beat.
- rebellion - a fight against a government.
- rebel - resist or fight against law or authority.
- appoint - choose.
- society - a group of persons united by a common purpose or interest.
- civil - having to do with citizen.
- military - having to do with the army or navy.
- officials - people who have a job that deals with some public work or duties.
- merchants - a person who buys and sells.
- plantation - a large farm.
- shopkeepers - people who carry on business in a store.
- civil servants - people who work for the government.
- mulattoes - people having one white parent and one Negro parent.
- numerous - a lot, many.
- wealthy - having a lot of money.
- planters - men who run or own plantations.
- proclaimed - make known publicly and officially.
- free man - a man who is not a slave and can own his own land.
- inherit - get or possess from one's ancestors (relatives that lived before you).
- enforced - caused to be carried out.

- discriminate - making or recognizing differences; making a difference in favor of or against.
- goldsmith - man who makes articles (objects) out of gold.
- condition - the state or situation in which a person or thing is.
- surpressed - stopped from acting, put down.
- extremist - person who goes to extremes (does or says too much).
- regain - to get back.
- renew - make new again.
- struggle - fight.
- force - using strength, using power.
- figure - person.
- command - to be in charge of.
- abolition - putting an end to.
- locked up - jailed, put in jail.
- proclamation - a public announcement.
- independence - freedom from the control, support or influence of others.

Motivation: Before presenting the motivation tell a student to pretend he is a slave in Haiti. If you were a slave, what would life be like. Would you be able to do what you wanted? Would you have many rights - could you vote? Would you have to work hard - would you have time for yourself? Would you like being a slave? Select one or two children to be the slaves and one child to be the master. Pantomime: depicting a day in the life of a slave - rising in the morning, working in the fields, etc. The role of the master should indicate the hardships that the slaves underwent. After the pantomime the above questions may be asked to the entire class. After a discussion of the roles, T. Now that you know what a slave's life was like, let's learn about why a rebellion took place in Haiti.

Aim: Why did the slaves rebel against the colonial society in Haiti?

Procedure:
- Show the transparency of the social structure in Haiti and explain the three social groups - who they are, what role they played in society and how many were in each group. This information can be charted on the board to make comparisons more obvious.
- Distribute the reading selection to each child and have the children read it silently and answer the questions following each passage.

Answer key for reading selection:

1. c	6. c
2. d	7. b
3. a	8. c
4. c	9. c
5. a	10. a

- Summarize and review by distributing copies of the lotto board to each child. Write the following items on the board while the children randomly fill in the spaces on their lotto boards for these words:

independence
proclamation
1789
free man
merchants
rebellion
mulattoes
grand blancs
petits blancs
Boukman
Jean Francois Jeannot
Bissous
Saint Domingue
Vincent Oge
King Louis XIV
Danton
Robespierre
Pétion
Dessalines
Rochambeau
Toussaint L'Ouverture

Read the following sentences and have children supply the missing words: (Have the children place markers on that word on their lotto boards. The first child with one line covered wins)

1. French colonists changed the name of Hispaniola to _____. (Saint Domingue)
2. _____ proclaimed the Code Noire in 1665. (Louis XIV)
3. A freed mulatto who along with Jean Baptiste Chavannes went to France to gain rights for Haitians was _____. (Vincent Oge)
4. Two leaders of the French revolution were _____. (Danton and Robespierre)
5. After Toussaint died two leaders who led the fight for independence were _____. (Pétion and Dessalines)
6. Governor of Haiti who abolished slavery was _____. (Toussaint L'Ouverture)
7. _____ signed the Treaty of Peace with the French in 1803. (Rochambeau)
8. Three men who led the slaves to fight in 1791 were _____. (Boukman, Jean Francois Jeannot and Bissous)
9. _____ were a class of Haitian people who were merchants, government workers and in the army. (petits blancs)
10. _____ were a class of Haitian people who were government officials, rich merchants and plantation owners. (grand blancs)

11. A _____ is a person with one Negro parent and one white parent. (mulatto)
12. A fight against a government is a _____. (rebellion)
13. A man who is not a slave and can own his own land is a _____. (free man)
14. A person who buys and sells is a _____. (merchant)
15. In _____ the French Revolution began. (1789)
16. A _____ is a public announcement. (proclamation)
17. _____ is freedom from control or support. (independence)

Homework: Fill in the occupations of each social class on the homework sheet (chart of the social structures which is on a separate page to be rexographed for each child). The children may refer to the reading selection for the information.

Follow-up Activities:

1. Show a filmstrip on slavery in the American South. Compare slavery in the United States to slavery in Haiti.
2. Write a play about plantation life in colonial Haiti. Characters might include the master, slaves and free men.
3. Write an essay on the meaning of civil rights for minority groups today.
4. Compare the French Revolution to the Haitian revolt.
5. Write an autobiographical sketch on one of the following people:
   a. Bertrand d'Ogeron
   b. King Louis XIV
   c. Vincent Oge
   d. Jean Baptiste Chavannes
   e. Robespierre
   f. Danton
   g. Boukman
   h. Toussaint L'Ouverture
   i. Jean Jacques Dessalines

Answer key for pre- and post test:

1. French Revolution
2. true
3. true
4. grand blancs
5. no
6. true
7. Toussaint
8. true
9. Louis XIV
10. Rochambeau

PRE- AND POST TEST FOR LESSON FOURTEEN

Directions: True or false. If the answer is false, correct the underlined word to make the sentence true.

_____ 1. Danton and Robespierre were leaders in the Haitian Revolution.

_____ 2. The name of Hispaniola was changed to Saint Domingue.

_____ 3. Dessalines was one of the men responsible for the independence of Haiti.

_____ 4. The "petits blancs" included high-ranking military officers.

_____ 5. The slaves had many liberties.

_____ 6. The plantation owners owned all the slaves.

_____ 7. Jean Francois became governor of Haiti.

_____ 8. Toussaint proclaimed the abolition of slavery in 1794.

_____ 9. Louis XV established the Code Noire.

_____ 10. The Treaty of Peace was signed in 1803 by Bissous.

LOTTO BOARD FOR CLASS WORK

Directions: Choose any words you want from the list on the board. Write one word or group of words in each box.

READING SELECTION

Directions: Read this silently and answer the questions following each passage.

Haiti in Colonial Times

The French people in Haiti changed the name of the island from Hispariola to Saint Domingue. The society was divided into three classes: whites, freed slaves and slaves. The whites were divided into three different groups. The grand blancs included important government and army officials, rich merchants and plantation owners. The middle class were mainly shopkeepers. The petits blancs were mostly mechanics, government workers and in the armed forces. The class of former slaves and free mulattoes could vote. The slaves were owned by the wealthy planters.

King Louis XIV of France proclaimed the Code Noire in 1685 to protect the freed slaves. It gave the free man the right to own and inherit property, carry guns and work at any profession. But the law was not enforced. By 1789 the white planter discriminated against the mulatto. He could not enter the professions of goldsmithing, law, medicine, and religion. He could not have a good job in the army. A mulatto could be a domestic worker or a farmer.

In France, in 1789 the Revolution began. The lower classes led by Danton and Robespierre revolted because of the poor economic conditions. They wanted certain rights such as freedom of speech, freedom of press and no more class system. They also wanted to have a voice in the government. Vincent Ogé, a freed mulatto and a friend of the leaders of the French Revolution wanted to gain freedom for Haitians. Ogé and Jean Baptiste Chavannes tried to let their wishes be known to the French government. When their demands were refused, they led many rebellions which the French government tried to stop. On August 14, 1791 the Negro slaves began an organized revolt against the French plantation owners.

1. What were the three major social classes in colonial Haiti?
   a. petits blancs, mulattoes, slaves
   b. merchants, servants, planters
   c. whites, freed slaves, slaves
   d. French, Indians, Spaniards

2. Who owned most of the slaves?
   a. mulattoes b. military c. shopkeepers
   d. French plantation owners
3. Why did Louis XIV make the Code Noire?
   a. to protect freed slaves b. he wanted to have fun
   c. to protect planters d. he wanted to make money
4. What happened in France to influence the Haitian slaves?
   a. the French National Assembly was formed
   b. the Code Noire of Louis XIV was written
   c. the French Revolution began
   d. Columbus sailed to the new world
5. Who were the first leaders of the slave revolt?
   a. Vincent Ogé, Jean Baptiste Chavannes
   b. Danton and Robespierre
   c. Columbus and Magellan
   d. Louis XIV and Andre Rigaud

Continue to read:

It was not easy for Haiti to gain her independence. It took very strong people to lead the nation to freedom. In 1791, Boukman Jean Francois Jeannot and Bissous led the slaves to gain their freedom.

Toussaint L'Ouverture became the most important figure in Haiti's fight for independence. Toussaint was a former slave who became a general. As soon as he became a general he was elected governor in May 1801. Soon after that he was in charge of the eastern part of the Island of Saint Domingue. His first proclamation was the abolition of slavery. He was loved and admired by the Haitian people. He went to France to try to gain independence for the Haitian people. The French were afraid of him and sent him to jail, where he died of hunger.

Two men, Dessalines and Pétion, continued the fight against the French. These two men were responsible for the creation of the Haitian flag of blue and red on May 18, 1803. Dessalines led a battle against Cap Français in Fort Vertiere where soldiers hid. This victory brought the war to an end. On November 19, 1803 the Treaty of Peace was signed by Rochambeau.

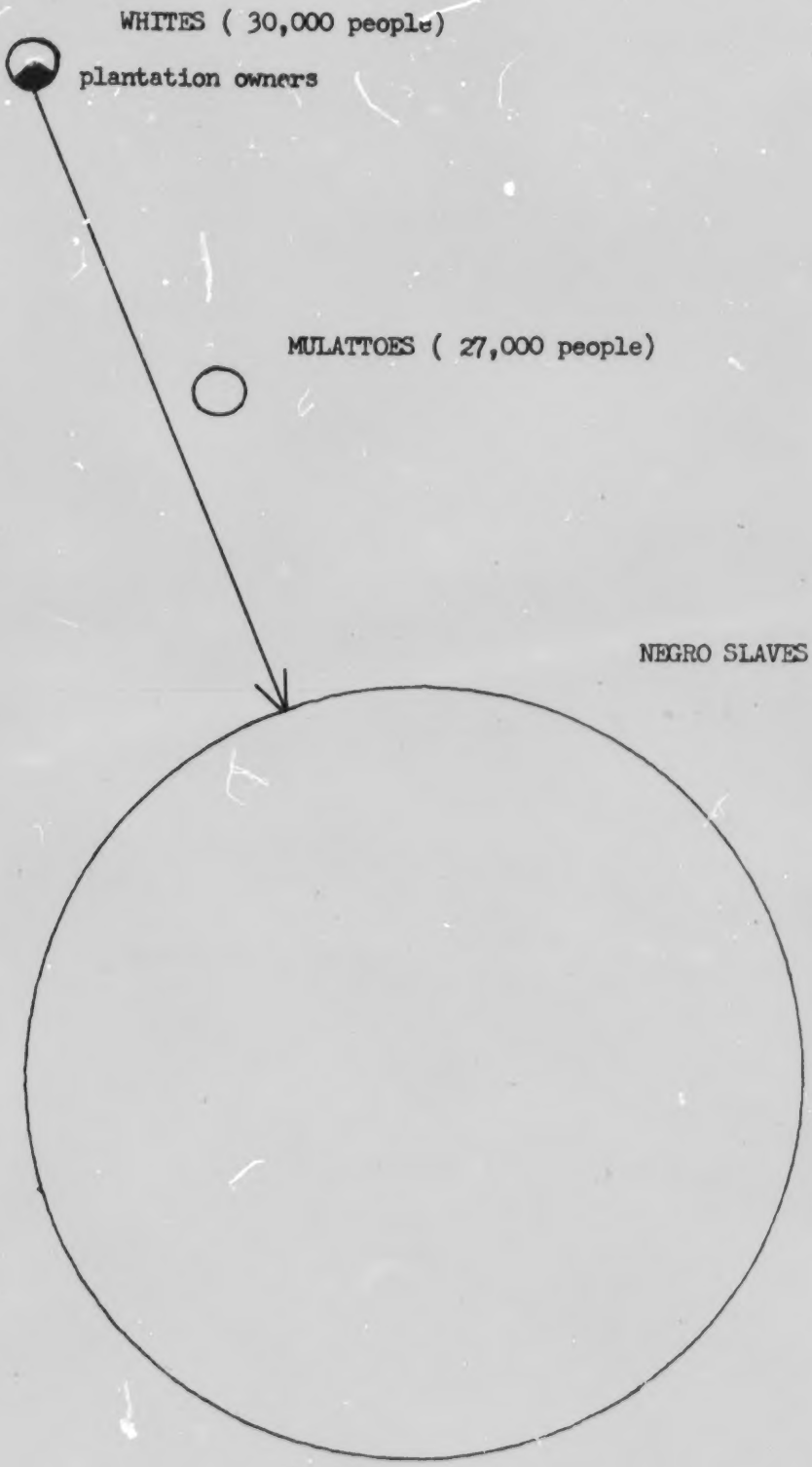
6. Which one of these men was not responsible for the independence of Haiti?
   a. Jean Francois Jeannot b. Toussaint
   c. Boukman d. Rochambeau
7. Who proclaimed the abolition of slavery?
   a. Bissous b. Toussaint c. Napoleon d. Vertiere

8. Dessalines and Pétion led the fight against the French in 1791.
   a. before Toussaint was born
   b. before the Napoleonic Wars
   c. after Toussaint died
   d. after the Napoleonic Wars

9. Which men were responsible for the creation of the Haitian flag?
   a. Toussaint and Dessalines
   b. Pétion and Bissous
   c. Pétion and Dessalines
   d. Boukman and Pétion

10. Who signed the Peace Treaty in 1803?
   a. Rochambeau
   b. Toussaint
   c. Pétion
   d. All these men

SOCIAL STRUCTURE CHART



85

Lesson Fifteen

Objectives:
- Students will be able to relate how the republic of Haiti was divided into two parts.
- Students will be able to describe the importance of Jean Jacques Dessalines, Alexandre Pétion, and Henri Christophe in Haitian history.
- Students will be able to relate how the country was unified by Jean Pierre Boyer.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test: Administer the test for Lesson Fifteen which appears on a separate page.

Materials: Haitian flag, tape of national anthem (Haiti), reading passage to be used in procedure (rexographed).

Vocabulary:
- independence - freedom from control of others.
- reunified - bring together again.
- monarch - a king, queen, ruler.
- national anthem - a song of praise or love for a country.
- emperor - the ruler of a group of countries.
- production - the act of creating or making something.
- uprising - revolt.
- estates - large pieces of land.
- seized - took hold of suddenly.
- improve - to make better.
- landlords - people who own buildings or land and rent them.
- medical - having to do with healing, medicine or drugs.
- tenants - people paying rent for use of land or buildings.
- responsible - deserving credit or blame for something done.
- fortress - fort, place built with walls and defenses.
- cruel - causing pain and suffering.
- golden - made of gold.
- bullet - shaped piece of steel to be shot from a gun.
- unite - to bring together.
- declined - grew less, grew worse.

Motivation:
Play the national anthem of Haiti(Dessalinienne).
T. What did you hear? What is the name of the song?
How do you feel when you hear this song?
What is a national anthem? How would a Haitian living in New York City feel if he/she heard the national anthem of Haiti played in New York City? (proud) Why? (love of country, national pride)
Show the Haitian flag.
T. From which country is this flag? How do you feel when you see it?
Points of information: The anthem was written in 1903 and named after Jean Jacques Dessalines. It is called La Dessalinienne. It glorifies the land and people of Haiti.

Aim: What were Haiti's problems as a newly formed republic?

Procedure: - Rexograph the reading selection which appears on a separate page and distribute it to the class. Have the children read it silently and then aloud. Ask the following questions orally upon completion:

1. Who was Jacques 1er? Jean Jacques Dessalines, emperor of Haiti.

2. What happened to the plantations? Production of crops declined because of slave uprisings. Many people on plantations were killed. Plantations were divided into small farms.

3. What two men wanted to rule Haiti? Henri Christophe and Alexandre Pétion.

4. What part did Christophe rule? He ruled northern Haiti.

5. What part did Pétion rule? He ruled southern Haiti.

6. How did Christophe treat the people? Cruelly.

7. What is Sans Souci? A palace built by Christophe.

8. What is La Citadelle de la Ferrierre? A fortress built by Christophe.

9. Who was Jean Pierre Boyer? He was president after the death of Christophe and Pétion.

10. Why is Boyer important to Haiti? He united the northern and southern parts of Haiti.

- Summarize and review by reading the selection aloud to the class and omit the underlined words in the passage. Have the children supply the missing words orally. Make sure the children are not looking at their copies of the selection as you do this exercise.

Homework: Have the children copy the following phrases from the board and for homework they should put them in chronological order:
Boyer loses power.
The national anthem is written.
Independence of Haiti.
Jean Pierre Boyer unites southern and northern parts of Haiti.
Henri Christophe becomes king of Haiti.

Answer key for homework:

1. Independence of Haiti.
2. Henri Christophe becomes king of Haiti.
3. Boyer unites northern and southern parts of Haiti.
4. Boyer loses power.
5. National anthem is written.

Follow-up Activities:

1. Make a flag of Haiti.
2. Write a poem expressing your feelings about Haiti.
3. Find out places named after the famous people in this lesson (bridges, rivers, etc.).
4. Clip photographs of the palaces built by Henri Christophe out of a Haitian magazine, etc.
5. Pretend you are a journalist. Write an article proclaiming Haiti's independence.
6. Compare Haiti's independence with another country's independence (for example, the United States).
7. Write a biographical sketch of one of the following people: Henri Christophe, Alexandre Pétion, Jean Pierre Boyer.
8. Write about your feelings when you hear Haiti's national anthem.

Answer key for pre- and post test:

1. e
2. c
3. g
4. i
5. d
6. h
7. j
8. f
9. b
10. a

PRE- AND POST TEST FOR LESSON FIFTEEN

Directions: Match the items in column A with those in column B. Write the correct letter to the left of each number.

A	B
_____ 1. Dessalines	a. Pétion
_____ 2. 1804	b. Christophe
_____ 3. La Dessalinienne	c. independence of Haiti
_____ 4. Christophe	d. fortress built by Christophe
_____ 5. Citadel	e. first emperor of Haiti
_____ 6. Boyer	f. ruler of the south
_____ 7. left power in 1843	g. national anthem
_____ 8. Pétion	h. reunified country
_____ 9. died in 1820	i. King Henri 1er
_____ 10. died in 1818	j. Boyer

READING SELECTION

Jean Jacque Dessalines proclaimed himself Jacques I^{er}, the emperor of Haiti. He ruled until the time he was killed, on October 17, 1806. Before the death of Dessalines, conditions in the country became very bad. The production of crops on the plantations declined because of the slave uprisings. Many people who worked on plantations were killed. The large estates were divided into smaller farms where the families raised just enough food for themselves.

When Dessalines died, there were two men who wanted to rule the country, Henri Christophe and Alexandre Pétion. Christophe, an army lieutenant, took control of the northern part of the country. He proclaimed himself King Henri I^{er} of Haiti in 1811. Alexandre Pétion was elected as ruler by the mulattoes in the south of Haiti, at the same time that Christophe ruled in the north of Haiti.

Henri Christophe really wanted to improve social conditions in the country. During his rule many landlords provided medical help for their tenants. Christophe was responsible for building Sans Souci, a beautiful palace and the Citadel, a fortress built on a high mountain top. Although Christophe had good ideals, he was often very cruel to the people. His subjects finally rebelled against him. It is said that he killed himself with a golden bullet in 1820. Alexandre Pétion died in 1818.

After the death of these men, President Jean Pierre Boyer united the southern and northern parts of the country. In 1843, Boyer was no longer in control of Haiti.

Lesson Sixteen: Module A

Note to Teacher: Lesson Sixteen is comprised of Modules A, B and C. Each module is a separate lesson and should be reviewed before starting the next module.

Objectives for Lesson Sixteen: Modules A, B, and C:

- Students will be able to explain how foreign powers influenced Haiti.
- Students will be able to relate how United States occupation affected Haiti.
- Students will be able to explain the political development of Haiti in the Twentieth Century.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test for Module A:

Write the following questions on the board and have the class supply a short and concise answer.

1. Who was Jean-Pierre Boyer?
2. Why did Boyer pay 150 million gold francd to France?
3. Name a Haitian dictator.
4. When was Haiti politically unstable? Why?

Materials for Module A:

Homework assignment (to be rexographed), reading selection (to be rexographed), paper for treasure hunt with: "THE YEARS FOLLOWING HAITIAN INDEPENDENCE" written on it(to be prepared by the teacher).

Vocabulary for Module A:

- treasure hunt - search for wealth, riches or some hidden object.
- clues - guides to solving a mystery or problem.
- search - look for.
- franc - unit of money in France.
- repay - pay back, give back.
- enormous - huge, very big.
- debt - something owed to another person.
- bankruptcy - the condition of not being able to pay one's debts.
- pay off - give all the money that is owed.
- troops - soldiers.
- invade - enter with force or as an enemy; attack.
- corruption - evil conduct, bribery, dishonesty.
- graft - taking money wrongfully in connection with government or city business.
- political unrest - changes beginning to occur in a government because of the dissatisfaction of the people
- turmoil - commotion, disturbance.

- autocrat - an obsulute ruler; a ruler having unlimited powers.
- despot - an absolute ruler, tyrant.
- dictator - a person exercising absolute authority.
- chaos - very great confusion, complete disorder.
- effective - producing the desired effect or result.
- leadership - the ability to lead.
- interests - advantage, profit, benefit.
- confuse - mix up, throw into disorder.
- rapidly - quickly.
- define - explain the nature of.
- political instability - when the government is in a constant state of change.
- assume - take upon oneself, undertake.
- meaningful - full of meaning, significant.
- democratic - like a democracy (a government that is run by the people who live under it.)
- accomplishments - completed acts or undertaking.
- execution - a putting to death (killing) according to law.
- cannibalism - a practice of eating the flesh of one's kind.
- voodooist - one who practices voodoo.
- undisciplined - without proper control.
- untrained - not trained, not skillful.
- peasants - a farmer of the working class.
- poverty - condition of being poor, poorness.
- illiteracy - inability to read or write.
- overpopulation - having more people than is necessary.
- public works - buildings, bridges, docks, etc., built by the government for use by all of the people.
- telegraph - a way to send messages by electricity.

Motivation for Module

T. Today we are going to have a treasure hunt. Hidden somewhere in the classroom is a piece of paper which has this written on it: "THE YEARS FOLLOWING HAITIAN INDEPENDENCE" (write this on the board).

Divide the class into three groups (teams), name each group and write the names of each team on the board. Explain that the three teams will select a representative to look for the piece of paper and the first team to find it will get a point. Explain that the teams will accumulate points for this module in the following way:

1. Finding the piece of paper,
2. Defining vocabulary words correctly,
3. Answering the questions from the reading selection correctly (see procedure),

4. Summarizing the reading selection correctly,
5. Getting 100% correct on the homework assignment, and
6. Getting 100% correct on the post test.

This will continue for modules B and C and upon completion of the three modules the team which has accumulated the most points wins. Proceed with the the treasure hunt.

Aim for Module A:

How has political instability influenced Haiti's history during the following years: 1820 - 1915 and 1915 - 1957?

Procedure for Module A:

- Elicit the meaning of the vocabulary words from the teams by giving illustrative sentences. For example: franc. When Johnny was in France he bought flowers and paid 5 francs for them. The team which supplies the word earns a point. The vocabulary should be written on the board.
- When the vocabulary words are defined distribute the reading selection which appears on a separate page.
- Children first read passage silently and try to answer the questions themselves.
- As a team the children will pool their ideas and choose the best answer.
- Alternating between the groups the teacher will call on children to answer each question. Each correct answer will earn a point for the group.
- Summarize and review by calling upon each team to summarize the reading selection orally. The team which summarizes the passage correctly will receive a point.

Answer key for reading selection:

1. [illegible] Pierre Boyer. He gave France 150 million gold francs.
2. Repay the French landowners for their lost plantations. It led Haiti into bankruptcy.
3. 1937
4. Haitian troops invaded the Dominican Republic.
5. Political instability, many different leaders.
6. When a country cannot find effective governmental leadership. Political unrest, confused state of government.
7. Haiti has had many rulers and political unrest. Some rulers were: Geffrard, Salnave, Salomon, Hippolyte.

8. A political dictator does not listen to the needs of his people and assumes full power for example, Salnave, assumed full power for life and used "cacos" to fight those who were against his government.
9. Saloman ruled from 1879 - 1888 and he helped solve the problems of poverty, illiteracy and overpopulation.
10. Hippolyte ruled from 1889 - 1896 and he began a public works program building bridges, planning cities and establishing telegraph and telephone service.

Homework for Module A:

Distribute the homework assignment (crossword puzzle) which appears on a separate page. If a child gets 100% on the crossword puzzle you may give that child's team a point.

Follow-up Activities for Module A:

1. Discussion:
   What is the national debt?
   How does it affect the economic situation of a country?
2. Research?
   How does a bank operate?
   What are the advantages and disadvantages of having banks?

Answer Key for pre- and post test for Module A:

1. He ruled Haiti in 1820.
2. He gave France 150 million gold francs in order to repay the French landowners for their lost plantations.
3. Geffrard, Salnave, Salomon, Hippolyte
4. 1844 - 1915, corruption, graft, polical unrest, turmoil, chaos.

Answer Key for Homework for Module A:

1. Down - Jean Pierre Boyer
2. Down - francs
3. Down - bankrupt
4. Across - Dominican Republic
5. Across - Political leaders
6. Across - chaos
7. Across - graft
8. Down - autocrat
9. Across - poverty
10. Down - Hippolyte

READING SELECTION FOR MODULE A

Directions: Read this silently and answer the questions at the end of the selection. Then meet with your team mates to decide on the best answer.

When Haiti was reunited by Jean Pierre Boyer in 1820, Boyer had to give 150 million gold francs to France in order to repay the French landowners for their lost plantations. This enormous debt to France, along with the problems of the new nation, had led Haiti into bankruptcy (lack of money). This debt was not paid off until 1947.

Under Boyer's rule, Haitian troops invaded the Dominican Republic in 1822 and this country was under Haitian rule until 1844. In the period that followed there were many different political leaders in Haiti.

Corruption, graft, political unrest, turmoil, dictator, autocrat, despot, chaos. What do all of these terms mean? These are words that are used to describe the problems of a country (such as Haiti), when it cannot find effective governmental leadership. Corruption occurs when a leader says that he is working for the interests of his people, but he is really working for his own interest. Political unrest, turmoil, and chaos are terms which describe the confused state of government when it is rapidly changing leaders and policies. Dictator, autocrat and despot are the words which define the ruler of a country who does not listen to the needs of his people and assumes full power. Graft is the act of taking government money for personal use.

Unfortunately, many of these terms may be used to describe Haiti's past and present rulers. Throughout it's history, Haiti has had very few periods of meaningful democratic leadership. There were many rulers, a few of the more important rulers (from 1844-1915) and their accomplishments are listed here.

Fabre Geffrard (1858 - 1867) a) ruled the country well. b) in 1864 ordered execution of voodooists accused of cannabalism.

General Sylvain Salnave - a) introduced "cacos" undisciplined, untrained peasants from the north for fighting rebels against the government. b) he assumed full power for life.

Etienne Felicité Salomon (1879 - 1888) a) helped solve the problems of poverty, illiteracy and overpopulation.

Florit Hippolyte (1889 - 1896) a) came to power with the aid of U.S. Navy Admiral Gherardi. b) He began a public works program building bridges, planning cities and establishing telegraph and telephone service.

QUESTIONS FOR READING SELECTION FOR MODULE A

1. Which ruler unified Haiti? What else did he do?

2. Explain why Boyer had to pay 150 million gold francs to France. What was the result of this debt?

3. When was the debt finally paid off?

4. What else happened under Boyer's rule?

5. What happened after 1844?

6. Define political instability. Give a synonym for this term.

7. Tell how this term can be used in relation to Haiti. Who were a few of the many rulers?

8. Of the four leaders mentioned, which one can be described as a political dictator and why? (Include a definition of a political dictator in your answer).

9. Describe the regime of Etienne Felicité Salomon. (Include the dates of his years in office and his accomplishments).

10. Describe Florite Hippolyte's regime. (Include the dates of his years in office and his accomplishments).

HOMEWORK FOR MODULE A

Directions: Follow these clues according to number, and complete the crossword puzzle which is on another page.

1. Down — Haiti was reunited by _____.

2. Down — Boyer had to give 150 million gold _____ to France.

3. Down — Haiti's debt and other problems caused Haiti to become _____.

4. Across — Under Boyer's rule, Haitian troops invaded the _____.

5. Across — In the period after 1844, there were many different _____.

6. Across — Political instability is a synonym for _____.

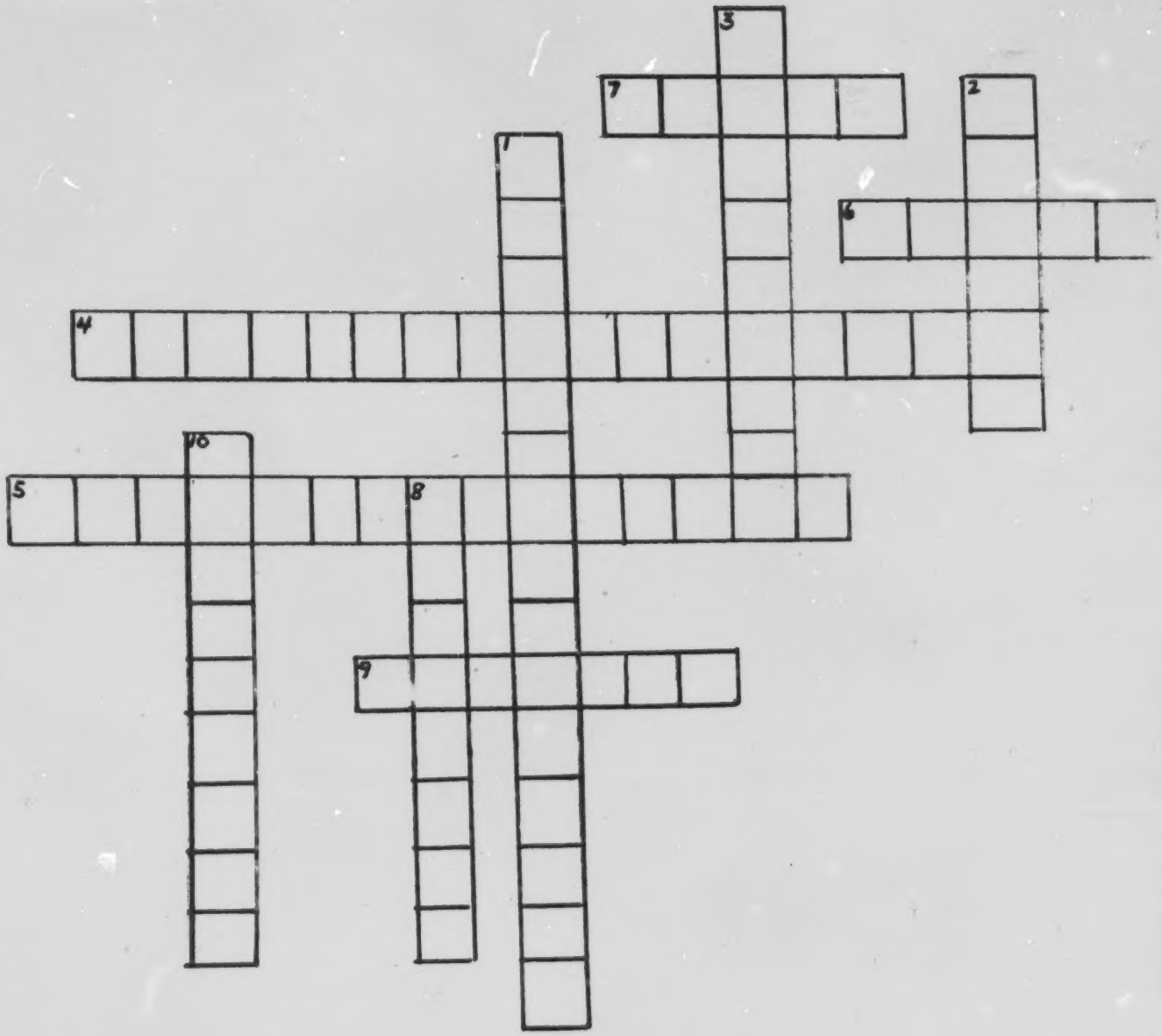
7. Across — The act of taking government money for personal use is called _____.

8. Down — The ruler of a country who does not listen to the needs of his people and assumes full power is called a/an _____.

9. Across — Salomon helped solve the problems of illiteracy, over-population and _____.

10. Down — A ruler who came to power with the aid of the United States Navy in 1889 was _____.

HOMEWORK FOR MODULE A



Lesson Sixteen: Module B

Objectives for Lesson Sixteen: Modules A, B, and C:

- Students will be able to explain how foreign powers influenced Haiti.
- Students will be able to relate how United States occupation affected Haiti.
- Students will be able to explain the political development of Haiti in the Twentieth Century.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test for Module B:

Write the following questions on the board and have the class supply a short and concise answer.

1. Why was Haiti politically unstable from 1915 - 1957?
2. When did the United States occupy Haiti?
3. How did the United States help or hinder the Haitian people?
4. Who was Dumarsais Estimé?
5. What is a coalition government?

Materials for Module B:

Homework assignment (to be rexographed), reading selection (to be rexographed), paper for treasure hunt with: "THE UNITED STATES AND HAITI" written on it (to be prepared by the teacher).

Vocabulary for Module B:

- marines - a soldier formerly serving only at sea, now also on land and in the air.
- mob - a large number of people or animals usually closely together.
- military protectorate - when a strong country sends in its troops to keep others out of a weaker one, especially one inhabited by native tribes, it is said to hold a military protectorate over this country.
- reform - make better.
- occupation - possession of a country by a foreign power.
- contribute - give money or help.
- provide - supply, furnish.
- individual - for one only, single, separate.
- freedom of the press - the right to put all kinds of information into books, newspapers, radio and television programs without the censorship of the government.
- right to assemble - the freedom that people have to publicly gather together in groups.
- guideline - a mark or set of ideas used to locate an object or thought in relation to the things around it.
- election - choosing by a vote.

- withdrew - went away.
- joint rule - sharing the running of the government.
- military junta - coalition government, a joint rule by several military leaders.
- slums - crowded, dirty parts of a city or town.
- establish - set up permanently.
- programs - plans of what is to be done.
- replace - to fill or take the place of.
- constitution - the fundamental principles according to which a country, state or a society is governed.
- right to vote - the freedom to elect the officials of a government.
- dissatisfied - not happy, not content.
- term of office - the amount of time that an official, such as the President, holds his job.
- react - act in response to something.
- general strike - a stoppage of work by all people in a city or country to get better pay, shorter hours or more rights.

Motivation for Module B:

Remind the class of the team game. Return the homework from Lesson Sixteen: Module A and for those who had 100% give points to their team.
T. Which team was winning.
Who do you think will win?
Today, somewhere in the classroom is another piece of paper which has written on it: "THE UNITED STATES AND HAITI" (write this on the board). Then proceed with the treasure hunt.

Aim for Module B:

How has political instability influenced Haiti's history from 1915 - 1957?

Procedure for Module B:

- Review work covered in Lesson Sixteen: Module A.
- Follow the same procedure as in Lesson Sixteen: Module A namely:
  a. introduce vocabulary words and their meanings,
  b. distribute reading selections,
  c. have children read selection silently and answer questions about the selection,
  d. have teams pool their answers and call on one child from each team to answer, and
  e. have one child from each team summarize the reading selection orally.

Homework for Module B:

Distribute the homework assignment (matching) which appears on a separate page. If a child gets 100% on the homework you may give that child's team a point.

Answer Key for homework:

1. g
2. a
3. i
4. c
5. h
6. d
7. j
8. e
9. b
10. f

Follow-up Activities for Module B:

1. If you were the political ruler of Haiti, what measures would you take to help the country?
2. Look up and describe the "Haitian Co-Arts Organization trying to help the people of Haiti?

Answer Key for pre- and post test for Module B:

1. Many different leaders in a short time led to rebellion, unrest, chaos, and dictatorships.
2. 1915 - 1934
3. The United States stopped mob violence, built roads, bridges, hospitals and schools, and established a new policy for money management. The United States set up a military protectorate and did not help to solve Haiti's problems of poverty, illiteracy and overpopulation.
4. Estimé was President of Haiti in 1946.
5. Joint rule by several military leaders.

Answer Key for reading selection:

1. Stop mob violence and protect American interests.
2. Guillaume Sam
3. Set up a military protectorate in Haiti to help with economic and political reform.
4. No. Construction of some roads, bridges, hospitals and schools but Haiti still had problems of poverty, illiteracy and overpopulation.
5. One-crop economy, many undeveloped natural resources, no protection of individual liberties.
6. Military junta or coalition government.
7. Joint rule by several military leaders.
8. Good government, rebuilt many areas, and worked for the good of the people.
9. Paul Magloire provided Haitians with many freedoms and woman were given the right to vote.
10. He took power away from the people and he tried to remain President after his term of office was over.

READING SELECTION FOR MODULE B

Directions: Read this silently and answer the questions at the end of the selection. Then meet with your team mates to decide on the best answer.

By 1915 there was so much unrest that a rebellion took place. Following the very violent rebellion the United States Marines were sent to Haiti. Among the reasons given for American occupation, were the need to stop mob violence and the need to protect American interests. The United States set up a "military protectorate" in Haiti to help with economic and political reform. In the five years before the coming of the Americans, Haiti had had seven different Presidents. Guillaume Sam was the leader of Haiti at the time that President Wilson sent the marines. The United States occupied Haiti until 1934. America had contributed little to Haiti's fight against poverty, illiteracy and overpopulation.

As a result of American occupation in Haiti, some roads, bridges, hospitals and schools were constructed, and a new policy for money management was established. However, the United States left many problems unresolved. Haiti still had a one-crop economy and many undeveloped natural resources.

The Haitian government did not provide for the protection of individual liberties, such as freedom of speech, press and the right to assemble; nor did it set up any guidelines for the election of the next president. Haiti was not able to "stand on its own two feet". Only 12 years after the Americans left, Haiti experienced political turmoil again.

When the United States withdrew from Haiti in 1934 President Stenio Vincent was in office until 1941. He was followed by Elie Lescot who ruled from 1941 - 1946. Once again, Haiti was in political unrest.

This time, three men were in charge of the government. This joint rule by three military leaders is called a <u>military junta</u> or a <u>coalition</u> government.

In 1946 Dumarsais Estimé was elected. Many people think Estimé is one of the best Haitian presidents. He worked for the good of the people, by helping to get rid of slums and establishing programs to rebuild many areas. However, there were still many who disliked Estimé's rule and his government was replaced by another military junta.

One of the people in this junta, Paul Magloire, became president in 1950. During his first years in office, he was well liked. His constitution provided for many freedoms and woman were given the right to vote. However the Haitian people soon grew dissatisfied with Magloire because he took too much power away from the people. Magloire tried to remain President after his term of office was over, the people reacted with a general strike, and Magloire was forced to leave the country.

QUESTIONS FOR READING SELECTION FOR MODULE B

1. Explain why United States Marines were sent to Haiti in 1915.

2. Who was the leader of Haiti when President Wilson sent the Marines?

3. What did the United States do to try to keep Haiti?

4. Did the Americans do much to solve Haiti's problems? Why/why not? Explain your answer.

5. Describe Haiti's problems during the American occupation.

6. What was the period between 1934 and 1946 like in Haiti?

7. Explain what is meant by a military junta or a coalition government.

8. Describe the government of Dumarsai Estimé.

9. Tell which political leader came to power as a result of a military junta and describe his government.

10. Why was Magloire's government forced to leave?

HOMEWORK FOR LESSON SIXTEEN - MODULE B

Directions: Match the phrases in column A with those in column B. Write the correct letter to the left of each number.

A		B	
___ 1.	United States Marines came to Haiti.	A.	When President Wilson sent the Marines.
___ 2.	Guillaume Sam was the leader of Haiti.	B.	The fundamental principles according to which a country is governed.
___ 3.	United States set up military protectorate.	C.	Joint rule by 3 military leaders.
___ 4.	A junta is	D.	after Estimé
___ 5.	Estimé	E.	Possession of a country by a foreign power.
___ 6.	Magloire became President	F.	The amount of time an official holds his job.
___ 7.	General strike	G.	in 1915
___ 8.	Occupation means	H.	Haitian President elected in 1946
___ 9.	Constitution means	I.	to help with economic and political reform
___ 10.	Term of office means	J.	during Magloire's term of office.

Lesson Sixteen: Module C

Objectives for Lesson Sixteen: Modules A, B, and C:

- Students will be able to explain how foreign powers influenced Haiti.
- Students will be able to relate how United States occupation affected Haiti.
- Students will be able to explain the political development of Haiti in the Twentieth Century.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test for Module C:

Write the following questions on the board and have the class supply a short and concise answer.

1. What is the "Tonton Macoute"?
2. Describe the government of "Papa Doc". When was he elected President?
3. Describe the government of "Bébé Doc". When did he become President?
4. Is Haiti politically stable? Explain.

Materials for Module C:

Homework assignment (to be rexographed), reading selection (to be rexographed), paper for treasure hunt with: "DUVALIER-1957 TO THE PRESENT" written on it (to be prepared by the teacher).

Vocabulary for Module C:

- opposition - action against, resistance.
- organized - put into working order.
- secret - kept from the knowledge of others.
- policies - plans of action, ways of management.
- dreams - things people imagine, formed fancies.
- escape - get free, get out and away.
- improve - make better.
- national pride - high opinion of one's country and its worth and possessions.
- republic - nation or state in which citizens elect representatives to manage the government.

Motivation for Module C:

Repeat the same motivation as in Lesson Sixteen: Module B. For the treasure hunt the piece of paper will have on it: "DUVALIER - 1957 TO THE PRESENT" (write this on the board). Explain that this is the last treasure hunt and that after the post test is taken for this module a winner will be determined. Proceed with the treasure hunt.

Aim for Module C:

How was Haiti's government stabilized (1957 to the present)?

Procedure for Module C:

- Review work covered in Lesson Sixteen: Module A, and B.
- Follow the same procedure as in Lesson Sixteen: Module A namely:
  a. introduce vocabulary words and their meanings,
  b. distribute reading selections,
  c. have children read selection silently and answer questions about the selection,
  d. have teams pool their answers and call on one child from each team to answer, and
  e. have one child from each team summarize the reading selection orally.

Answer Key for reading selection for Module C:

1. a) Voodoo increased b) Tonton Macoute was organized c) Roman Catholic Archbishop left Haiti d) corruption e) supported Cuba
2. Jean-Claude Duvalier or Bébé Doc. The same as his father - President-for-life (dictator).
3. Subjective statements by Haitians and/or other children making believe they are Haitian.

Homework for Module C:

Distribute the homework assignment which appears on a separate page. If a child gets 100% on the homework you may give that child's team a point.

Answer Key for homework:

1. The years following Haitian Independence (1820-1844)
2. Political instability (1844-1915)
3. United States in Haiti (1915-1934)
4. Political Instability (1934-1957)
5. Regime of Duvalier (1957-Present)

Follow-up Activities for Module C:

1. Read an article in "Haiti Observateur" which describes a political situation in Haiti today. Summarize and interpret the article to the best of your ability.
2. Read a biography of Duvalier.
3. Describe a dictator in power today. (any country) Give information and your reasons as to why you think this person is a dictator.
4. Think about the reasons why you and your family left Haiti. Under what new and/or improved conditions, would you like to return to your native land? If you would not like to return, give reasons for your decisions.

Answer Key for Pre- and Post test for Module C:

1. Secret police force organized by Duvalier which was violent.

2. Dictatorship, increased use of voodoo, and supported Cuba. "Papa Doc" was elected President of Haiti in 1957 until he died in 1971.

3. Same as father's dictatorship from 1971 until the present.

4. Yes. One leader, no chaos, no unrest, etc.

READING SELECTION FOR MODULE C

Directions: Read this silently and answer the questions at the end of the selection. Then meet with your team mates to decide on the best answer.

Dr. François Duvalier, a country doctor, who was called Papa Doc by the people, was elected President of Haiti on September 22, 1957. Even though there was strong opposition to his one man rule, he was made President-for life in 1964.

Under the Duvalier government, the Roman Catholic Archbishop, François Poirior was made to leave Haiti in November 1960. The use of voodoo was increased. The "Tonton Macoutes" were organized by Duvalier to work as a violent, secret police force. In 1963, the United States discontinued aid to the Duvalier regime because of Duvalier's corruption and his support of Castro's Cuba (a communist country). However, the United States now gives financial assistance to the Haitian government.

Duvalier died in April of 1971 and he was followed as President-for-life by his son, Jean-Claude, who is known as Bêbé Doc. In the beginning, the Haitian people liked Bêbé Doc's government. Now, however, the people realize that Jean-Claude is continuing his father's policies as a dictator. Even so, the Haitian people still have their dreams for a more democratic way of life. Even though many people have left Haiti to escape the Duvalier government or to try to improve their economic conditions, the Haitian people still have a very strong national pride. It was the Haitian people who first revolted against slavery and formed the first black republic in the world.

QUESTIONS FOR READING SELECTION MODULE C:

1. Duvalier came into power in 1957. Mention at least three things that happened during his regime.

2. Who is in control of Haiti now? How would you describe this ruler, as compared with the former, "Papa Doc"?

3. If you are/were a Haitian living in the United States, what are/would be your present feelings about Haiti and the government now in power?

HOMEWORK FOR MODULE C

Directions: Write the correct period of time next to each picture clue.

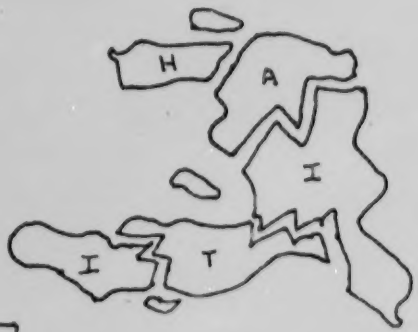
Political Instability (1934 - 1957)

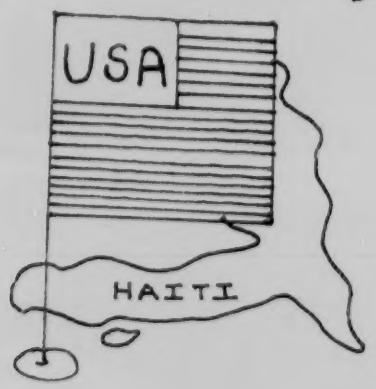
The years following Haitian Independence (1820-1844)

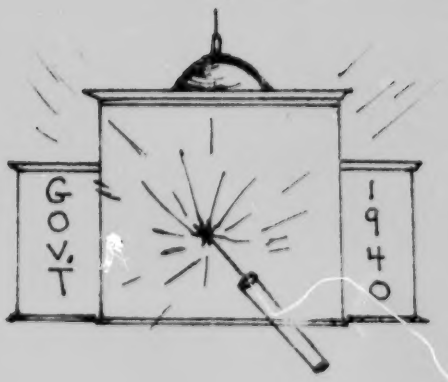
Regime of Duvalier (1957-Present)

United States in Haiti (1915-1934)

Political Instability (1844-1915)







Lesson Seventeen

Objectives:
- Students will be able to relate advantages and disadvantages of United States aid to Haiti.
- Students will be able to list the organizations with which Haiti is affiliated.
- Students will be able to name the countries with which Haiti trades and with which Haiti hopes to trade.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test:
- Administer the test for Lesson Seventeen which appears on a separate page.

Materials:
- four transparencies, Haitian newspaper, homework assignment (to be rexographed), overhead projector.

Vocabulary:
- boycott - combine against and have nothing to do with. If people are boycotting a man, they will not speak to him or buy from or sell to him, and will try to keep others from doing so.
- United Nations - an international organization of 132 independent countries, formed in 1945 to promote peace, international security and cooperation.
- O.A.S. - Organization of American States - an association formed in 1948 by the 21 American republics to promote cooperation among their nations.
- management - handling, control.
- unresolved - not settled.
- poverty - condition of being poor.
- one-crop economy - financial state based on product.
- illiteracy - inability to read or write.
- overpopulation - The condition of there being too many people in a city, town or country.
- financial aid - to try to help by giving money.
- trade - buying and selling, exchange of goods.
- Common Market - Association of Belgium, France, Italy, Luxembourg, the Netherlands and West Germany, established in 1958 to promote trade among its members.

Motivation:
Bring in a Haitian newspaper.
T. What do you read about in newspapers?
Do you read about your own country?
Do you read about other countries?
How do other countries affect your country?

Aim:
What foreign countries are important to Haiti?

Procedure: - Show transparencies and read the following paragraphs with each one.

1. Transparency of roads, hospitals and schools - As a result of American occupation in Haiti some roads, bridges, hospitals and schools were constructed. A new policy for money management was established. The United States, however, left many problems unresolved. America contributed little to Haiti's fight against poverty, illiteracy and overpopulation. Haiti still had a one-crop economy and many undeveloped natural resources. Although the United States left, it continued financial aid to Haiti.

2. Transparency of map of Haiti, United States and Cuba - In 1959 and 1960, the United States wanted to build a radar base in Haiti facing Cuba. Duvalier refused to let the United States build the base. As a result the United States conducted an economic boycott against Haiti.

3. Transparency of flags from O.A.S. nations - Haiti is involved with the other countries of the world. Haiti was a member of the League of Nations and helped in establishing the United Nations. Haiti joined the United Nations when it was formed in 1945. In 1948, Haiti became a member of the organization of American States (O.A.S.) which is made up of countries of the Americas , including the United States, South America, and Canada.

4. Transparency of map of the Caribbean and Europe - Presently Haiti is also involved in trade with its neighbors in the Caribbean and various countries in Europe. Haiti hopes to interest the European Common Market so that Haiti can increase its trade.

- Questions to be asked orally:
  T. In what ways had American aid helped Haiti? (See paragraph 1)
  T. Why did the United States conduct an economic boycott against Haiti? (See paragraph 2)
  T. What organizations did Haiti join? (See paragraph 3)
  T. With which countries does Haiti trade? (See paragraph 4)
  T. With which countries does Haiti hope to trade? (See paragraph 4)
- Summarize and review by discussing why one country has to depend on another country. Make a chart of the pros and cons of one country depending on another.

Homework: Distribute the homework assignment (to be rexographed) and have the children read the four paragraphs and answer the questions.

Follow-up Activities:

1. Have each child bring in a newspaper article on foreign affairs to discuss in class.
2. Write an essay comparing Haiti and Cuba.
3. Take a trip to the United Nations.
4. Write to the O.A.S. Ask for information about the organization and member countries. Write a report.

Answer key for pre- and post test:

1. did not solve
2. true
3. did not allow
4. true
5. true
6. was a member
7. true
8. North, Central and South American
9. true
10. is not

Answer key for homework:

1. Road, bridges, hospitals and schools were constructed. A new policy for money management was established.
2. Poverty, illiteracy and overpopulation still existed despite American aid.
3. Duvalier refused to let the United States build a radar base.
4. United Nations, O.A.S.
5. Caribbean neighbors and some European countries.
6. European Common Market.

PRE- AND POST TEST FOR LESSON SEVENTEEN

Directions: True and false. If the answer is false, correct the underlined word to make the sentence true.

1. American occupation solved all of Haiti's problems of illiteracy, overpopulation and poverty.

2. As a result of the American occupation in Haiti some roads, bridges and schools were constructed.

3. Duvalier allowed the United States to build a radar base in Haiti.

4. As a result of Duvalier's action the United States conducted an economic boycott of Haiti.

5. Haiti is a member of the United Nations.

6. Haiti was not a member of the League of Nations.

7. Haiti belongs to the O.A.S.

8. O.A.S. is made up of European countries.

9. Haiti trades with countries in Carribbean and Europe.

10. Haiti is a member of the Common Market.

HOMEWORK ASSIGNMENT

Directions: Read the following and answer the questions.

As a result of American occupation in Haiti, some roads, bridges, hospitals and schools were constructed. A new policy for money management was established. The United States, however, left many problems unresolved. America contributed little to Haiti's fight against poverty, illiteracy and overpopulation. Haiti still had a one-crop economy and many undeveloped natural resources. Although the Unites States left, it continued financial aid to Haiti.

In 1959 and 1960, the United States wanted to build a radar base in Haiti facing Cuba. Duvalier refused to let the United States build the base. As a result the United States conducted an economic boycott against Haiti.

Haiti is involved with the other countries of the world. Haiti was a member of the League of Nations and helped in establishing the United Nations. Haiti joined the United Nations when it was formed in 1945. In 1948, Haiti became a member of the Organization of American States (O.A.S.) which is made up of countries of the Americas', including the United States, South America and Canada.

Presently Haiti is also involved in trade with its neighbors in the Caribbean and various countries in Europe. Haiti hopes to interest the European Common Market so that Haiti can increase its trade.

1. In what ways had American aid helped Haiti?
2. In what ways did American aid fail?
3. Why did the United States conduct an economic boycott against Haiti?
4. What organization did Haiti join?
5. With which countries does Haiti trade?
6. With which countries does Haiti hope to trade?

Lesson Eighteen

Objectives: - Students will be able to describe the type of government in Haiti since 1964.
- Students will be able to compare the government of Haiti with the government of the United States.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test: Administer the test for Lesson Eighteen which appears on a separate page.

Materials: four posters from "Our Government Set", Scholars Press Inc., pictures of the White House in Haiti and the United States, homework assignment (to be rexographed), class work sheet (to be rexographed).

Vocabulary:
- government - the ruling of a country.
- position - job.
- executive - the branch of government that carries out the laws.
- commander - officer in charge of an army or part of an army.
- para-military civilian militia - an army made up of non professional soldiers who are laymen.
- Tonton Macoute - an elite military force in Haiti.
- Legislative - having to do with law making.
- National Assembly - a branch of the legislature.
- judiciary - the branch of a government that administers justice.
- Court of Cassation - the highest court in Haiti.
- court of appeal - a court to which appeals are made on points of law.
- civil tribunal - court of justice.
- lower courts - the lowest court in Haiti.
- appointed - named for an office or position.
- Cabinet - a group of men chosen by the president to help him in the government.
- Senate - the upper and smaller branch of an assembly that makes laws. The congress of the United States is made up of the senate and the House of Representatives.
- Supreme Court - the highest court in the United States, which meets at Washington D.C. It consists of a chief justice and eight associate justices.
- prefecture - the office, jurisdiction, territory or official house of the prefect.
- prefect - the chief administrative official of a department.
- county - a division for purposes of government smaller than a country or State. The county officers conduct local business, hold court, keep roads in repair and maintain county schools.
- state - one of several organized political groups of people which together form a nation.

- town - large group of houses and buildings, smaller than a city.
- city - a large important town that manages its own affairs.
- governor - the chief executive of a state in the United States.
- mayor - the chief executive of a city in the United States.
- chairman - a person who runs a meeting, assembly, committee or board.
- council - a group of people called together to make decisions, to give advice or to discuss topics.
- structure - the organization or arrangement of an entity (thing).
- democratic - having to do with a democracy (government by the people).
- republic - a constitutional form of government where there is no king or queen.
- dictator - a person exercising absolute authority.
- dictatorship - absolute authority; power to give orders that must be obeyed.

Motivation: Set up a mock government in the class having the students represent each of the three branches of government: executive, legislative, and judiciary. Review the procedures for choosing a class president, to represent the executive branch; the Youth Involvement Organization or G.O. representatives may serve as the legislative branch; and the teacher may act as the judiciary branch of government.
Discuss the function of each branch of the class government and its similarities to the branches of United States government. Show a picture of the White House in Washington D.C. and identify the building.

Aim: What type of government does the United States have? Is it the same as Haiti's government?

Procedure:
- Show each poster to the class and discuss the three branches of the United States government and how they function. List them on the board.
- Describe the local governments: State, city, county and town. The State is headed by a governor, the city by a mayor, the county by a chairman of the council and a town by a mayor.
- Show a picture of the White House in Haiti.
T. What do you see?
Discuss the different types of government in Haiti and the United States.

- State that the United States is a democratic nation in which the president is elected every four years and Haiti is a republic in which the president is elected by the people for life. When someone heads a nation for life, they often are called dictators.
- Hand out the rexographed class work sheet and make a copy of the boxes on the board (omit the words written in the boxes).
- Explain that the form of government shown in the chart was written in the constitution of 1964 for Haiti.
- T. Let's see if we can fill in the boxes on the board and discuss the different positions that people have Haiti's government.

HAITI

EXECUTIVE	LEGISLATIVE	JUDICIARY
President for life	National Assembly	Court of Cassation
1. Commander of Armed Forces	elected by people (6 year term)	↑ Court of Appeal
2. Commander of para-military civilian militia		↑ Civil Tribunal
3. Elite Military force - Tonton Macoute		↑ Lower Courts
1 legal party - Parti Unité Nationale		

- Compare this chart with the chart on the United States government. A discussion about the local governments in Haiti will offer comparisons with the United States: Haiti is divided into 20 prefectures headed by a prefect.
- Summarize and review by having the class copy the information from the board to complete the class work sheets.

Homework: The homework assignment for Lesson Eighteen appears on a separate page to be rexographed for each child.

Follow-up Activities:

1. Identify the officials in the State, city, town and/or district where you live.
2. Take a trip to City Hall.
3. Write to the Chamber of Commerce in Washington D.C. for information and pictures.
4. Research the formation of political parties - Democrats, Republicans, Liberals, Parti Unité Nationale, etc.

Answer key for pre- and post test:

1. mayor
2. executive
3. legislature
4. Senate
5. dictatorship
6. Judiciary
7. governor
8. democracy
9. government
10. prefect

Note to teacher: A copy of the "Constitution of Haiti 1964" as amended - 1971 may be borrowed from the District Bilingual Education Curriculum Resource Center, 133 East 53 Street, room B23. It has been printed through the courtesy of the General Secretariat, Organization of American States, Washington D.C. and may be purchased from the above for $1.00.

Answer key for homework:

1. d,e,k,l
2. a,c,f,i
3. b,g,h,j

PRE- AND POST TEST FOR LESSON EIGHTEEN

Directions: Choose one of the following words to complete each sentence.

government	senate	democracy	dictatorship
executive	legislature	mayor	judiciary
prefect	governor		

1. The _____ is the chief executive of a city.

2. Duvalier is the _____ of the Haitian government.

3. The laws of a country are made by the _____.

4. The United States Congress is divided into two parts, the _____ and the House of Representatives.

5. In a _____ the executive has complete control of the government.

6. The branch of government that determines and upholds the constitution is the _____.

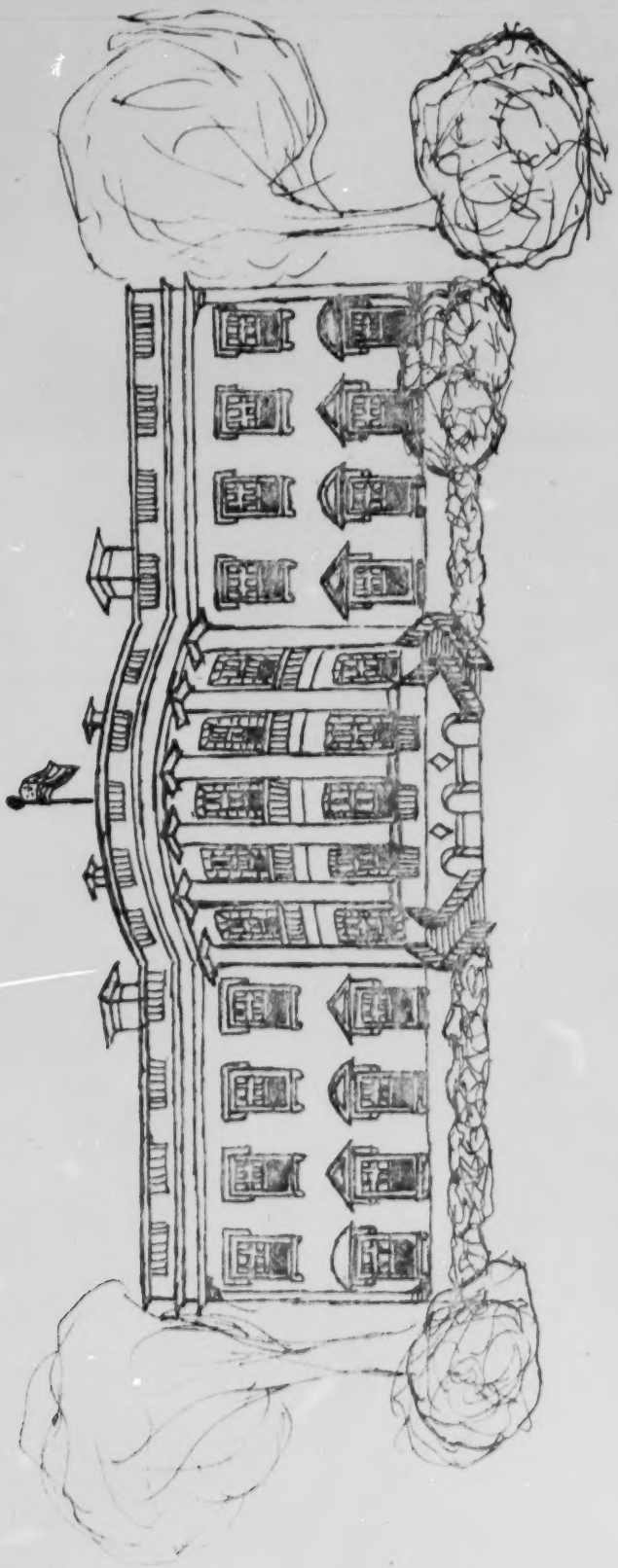
7. New York State is run by a _____.

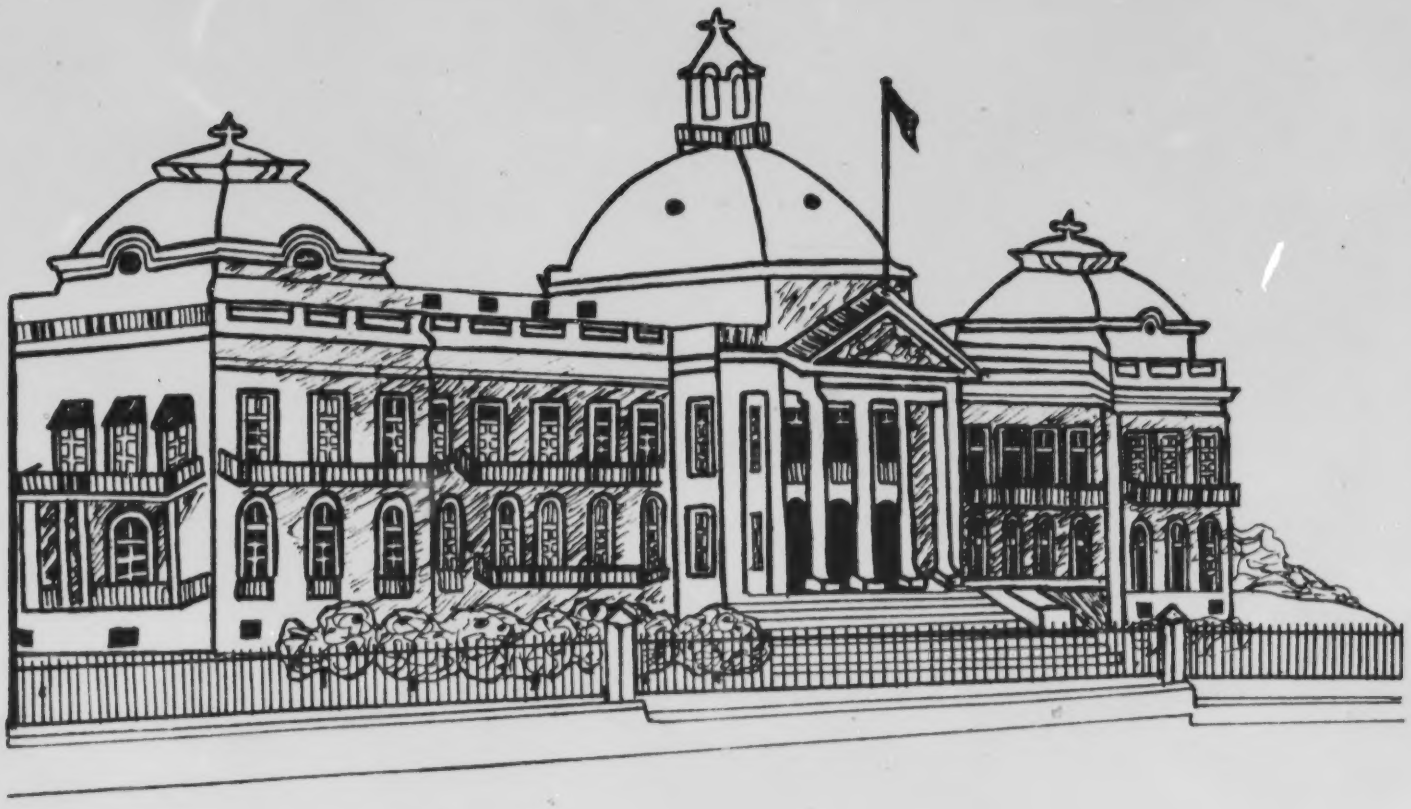
8. A _____ is a form of government in which the people elect their representatives.

9. The United States has a democratic _____.

10. The _____ in Haiti rules a prefecture.

WHITE HOUSE (WASHINGTON, D.C.)



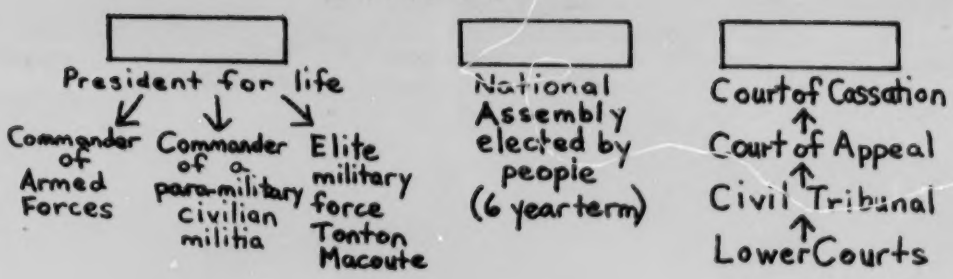


121

WHITE HOUSE (HAITI)

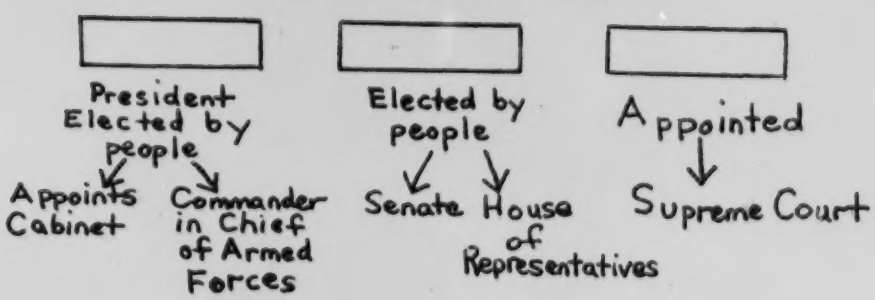
CLASS WORK

HAITI


President for life
Commander of Armed Forces
Commander of a para-military civilian militia
Elite military force Tonton Macoute
National Assembly elected by people (6 year term)
Court of Cassation
Court of Appeal
Civil Tribunal
Lower Courts

One legal party – Parti Unité Nationale

UNITED STATES



Three legal parties – Democrats, Republicans, Liberals

HOMEWORK ASSIGNMENT

Directions: Write the correct responses from column B in column A.

A	B
1. Executive _____	a. makes the laws
_____	b. carries out the laws
_____	c. representatives of the people
_____	d. commander-in-chief of armed forces
_____	e. commander-in-chief of a civilian militia
2. Legislative _____	f. National Assembly
_____	g. Court of Cassation
_____	h. Civil Tribunals
_____	i. a term of six years
3. Judiciary _____	j. a term of ten years
_____	k. life term
_____	l. dictator or president
_____	
_____	

Write a sentence for each word.

1. government
2. republic
3. democracy
4. dictatorshop
5. executive
6. legislative
7. judiciary
8. prefect
9. prefecture
10. council
11. mayor
12. governor

Lesson Nineteen

Objectives:
- Students will be able to name the different courts of law in Haiti.
- Students will be able to compare crime and punishment in Haiti and in New York.
- Students will be able to describe how the Constitution of Haiti was enforced before and after Duvalier's regime.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test: Administer the test for Lesson Nineteen which appears on a separate page.

Materials: reading selection (to be rexographed), chart of Haitian courts (to be printed before the lesson, for content see procedure), crime and punishment chart (to be printed before the lesson, for content see procedure), "Constitution of Haiti" (may be borrowed from the District Bilingual Education Curriculum Resource Center, 133 East 53 Street, room B23). The Constitution of Haiti may be purchased for $1.00 from the General Secretariat, Organization of American States, Division of Publication Services, 19th and Constitution Ave., N.W., Washington, D.C. 20006.

Vocabulary:
- case - a matter for law court to decide.
- trial - examining and deciding a case in court.
- tried - investigate in a law court.
- court - place where justice is administered.
- rent - a regular payment for the use of property.
- small claims court - a court where a person has the right to demand what belongs to him, usually $500 or less.
- lawyer - person who knows the laws and acts for another person in court.
- law - a rule made by a country, state.
- constitution - a written set of fundamental principles by which a country is governed.
- practice - do something as a habit or profession.
- execute - carry out, do.
- regime - system of government or rule.
- general - a high officer in command of many men in an army.
- colonel - officer between the general and the lieutenant.
- major - officer below a lieutenant colonel and above a captain.
- civil court - a citizen court where non-criminal offenders are tried.
- assault - an attack.
- robbery - act of taking away from, stealing.

- murder - the unlawful killing of a person when it is planned beforehand.
- homicide - a person who kills a human being.
- reform - make better.
- arson - the crime of setting fire to a building or other property.
- kidnapping - carry off by force.
- commit - involve oneself in any course of action.
- default - failure to do something or to appear somewhere when due.
- deserter - a soldier or sailor who runs away from duty.
- chamber - hall where a governing body meets.
- deputy - a person appointed to do the work of another, for example - a sheriff's deputy.
- submit - to yield or give a report or paper for judgement.
- enforce - cause to be carried out.
- commander - officer in charge of an army or part of an army.
- control - have in one's power.

Motivation: Make up situations where the following crimes are enacted and cue several students to pantomime these crimes before starting the lesson:

1. murder
2. robbery
3. assault
4. arson
5. kidnapping

After each pantomime ask: What crime has been committed? List these crimes on the board.

Aim: What are the major crimes and punishments in Haiti and in New York?

Procedure: - Copy the following on the board or print it on a chart before the lesson:

Courts in Haiti

1. Military court - tries cases concerning soldiers and those who attack the government verbally or physically.
2. Commercial court - tries cases concerning business, factories and stores.
3. Judiciary court - similar to New York's civil court, tries cases concerning marriages, divorces and family affairs.
4. Property or Real Estate Court - tries cases concerning apartments, houses, gardens and farms.
5. Correctional court - tries cases concerning assault and robbery.

6. Tribunal of Peace court - similar to New York's small claims court, tries cases concerning small claims.
7. Criminal court - tries cases concerning murder and/or homicide.
8. Boy School court - tries cases concerning the reform of youngsters.

- Refer to the five crimes listed on the board from the motivation and have the class decide in which court each crime is tried in Haiti. List the proper court which tries each crime on the board.
- Compare and contrast five major crimes and punishments in Haiti and New York by discussing the following chart (to be written on the board or printed on a chart before the lesson):

	Haiti		New York	
Crime	Punishment	Court	Punishment	Court
robbery	jail	Correctional	jail	Criminal
murder	jail or death	Criminal	jail, life sentence	"
army deserter	jail	Military	jail	Military
kidnapping	jail, fine	Correctional	jail, fine	Criminal
default on bank mortgage	fine	Commercial	fine	Civil

- Distribute the reading selection which appears on a separate page and have the children read it silently. Discuss the following questions from the reading selection:
1. How is Constitutional law passed today in Haiti?
2. What is the Bar Association in Haiti? (In Haiti the Bar Association provides free legal services versus the Bar Association in New York which is an organization of lawyers.)
3. Who is responsible for the police department in Haiti?

Homework: Take a newspaper article on a crime and describe what occurred. Who committed the crime? How did it happen? What happened? Where did it happen? When did it happen? Where will the case be tried? What court? What is the possible sentence of the court?

Follow-up Activities:

1. Take trips to different courts in New York City.
2. Make a dictionary of words relating to law.
3. Write a composition explaining why you would like/not like to be a lawyer.

Answer key for pre- and post test:

1. Correctional 2. Criminal 3. Property or Real Estate 4. Small Claims, Tribunal of Peace 5. Commercial 6. Bar Association 7. Military 8. Constitution 9. Duvalier's 10. Police system

PRE- AND POST TEST FOR LESSON NINETEEN

Directions: Supply the right word to complete the sentence.

Military	Police system	Duvalier's	Constitution
Criminal	Bar Association	Small claims	Commercial
Correctional	Tribunal of Peace	Property or Real Estate	

1. In Haiti, when a person robs a bank, the case will be tried in a _____ court.

2. In New York and Haiti, a person kills someone, the case will be tried in a _____ court.

3. In Haiti, when a tenant refuses to pay rent, the landlord will take the tenant to a _____ _____ court.

4. In New York, the cleaner ruined a person's coat. The person will take the case to the _____ court. In Haiti, one would go to the _____ _____ court.

5. In Haiti, a large corporation cannot pay the bank the mortgage they owe. The bank will bring the case to a _____ court.

6. In Haiti, when a person cannot afford to pay a lawyer, he will most probably get a lawyer from the _____ _____.

7. In Haiti, when a soldier escapes from the army, his case will be tried in a _____ court.

8. In Haiti, before the regime of Duvalier, the law was enforced according to the _____.

9. In Haiti, public execution started in _____ regime.

10. In Haiti, the major is responsible for the _____.

READING SELECTION

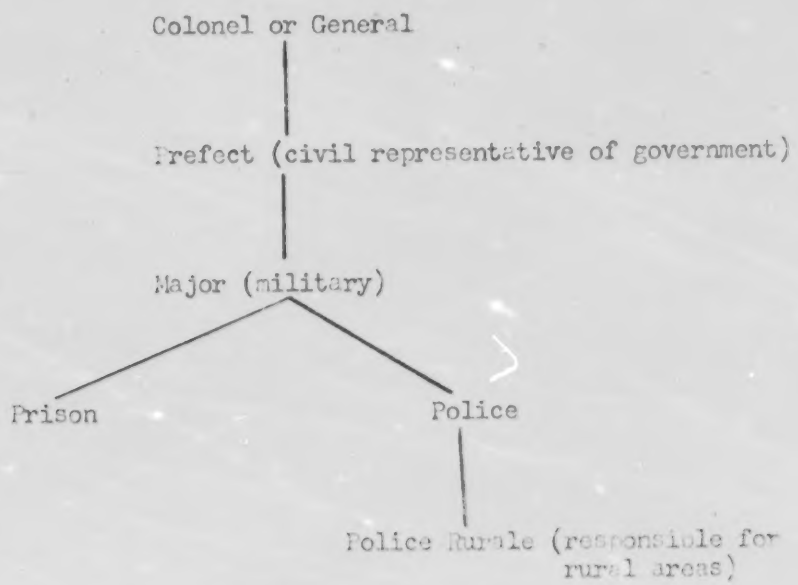
Before Duvalier's regime, Constitutional law was passed by the Senate and the deputies. Later the Chamber of Deputies wrote the Constitution. It was submitted to the President and he approved it. If a Haitian could not afford a lawyer, he would be able to get one for free from the lawyer's Bar Association (a private firm in every Civil court in Haiti).

To become a member of the Bar Association it would take a lawyer four years of study and one year of special training. Then five members would submit the name of the lawyer to the Bar Association committee to approve his membership.

During Duvalier's regime, Constitutional law was changed. The Military police and the police department were chosen from the armed forces. Those policemen who wore khaki colored uniforms were members of the military police. Those who wore blue shirts and pants were members of the police department. The commander of the military also became the commander in control of the police department.

The police system is enforced and organized in the following way since Duvalier's regime:

Police System in Haiti



Note to Teacher: Administer Unit Test III upon completion of Lessons Twelve through Nineteen. Copies of the test can be ordered by writing to Ms. Jakubovitz, District 18 Bilingual Office, 133 East 53 Street, Brooklyn, New York 11203, room B23 or telephoning (212) 773-6565. A sample of Unit Test III with the answer key is typed below.

UNIT III - POST TEST

I. Matching. Match the man to his accomplishment. Two points each.

f	1. Toussaint L'Ouverture	a.	governor of New York
l	2. François Duvalier	b.	President of the United States
m	3. Arawak	c.	leader of the south of Haiti
j	4. Columbus	d.	signed Treaty of Peace in 1803
h	5. Vincent Ogé	e.	reunited Haiti into one country
n	6. J.P. Dessalines	f.	one of the major revolutionaries
c	7. J.J. Pétion	g.	Indians who conquered the Arawaks
k	8. Henri Christophe	h.	led the slave revolt
g	9. Carib	i.	first French governor of Haiti
e	10. Pierre Boyer	j.	discovered Haiti in 1492
OMIT	11. Bertrand d'Ogeron	k.	leader of the north of Haiti
d	12. Rochambeau	l.	President from 1957 to 1972
		m.	original Indians in Haiti
		n.	anthem named after him

II. Multiple choice. Select the best answer and write the letter to the right. Two points each.

1. The Arawakans are known for their __b__.
   a. sisal b. pottery c. machines d. sugar cane
2. Negroes were brought to Haiti to be used as __a__.
   a. slaves b. workers c. plantation owners d. governors
3. Which of these branches makes laws? __b__
   a. executive b. legislative c. judiciary d. courts
4. Negroes came from __d__.
   a. Spain b. France c. Puerto Rico d. Africa
5. The United States occupied Haiti for __c__ years.
   a. 50 b. 5 c. 25 d. 100
6. Haiti was discovered by __d__.
   a. Vasco da Gama b. Balboa c. Magellan d. Columbus
7. The buccaneers came to Haiti for __a__.
   a. gold b. spices c. religious freedom d. liberty
8. In 1945 Haiti joined __b__.
   a. O.A.S. b. U.N. c. League of Nations d. N.A.T.O.
9. The French Revolution began in __b__.
   a. 1879 b. 1789 c. 1971 d. 1492
10. The citadel is a fortress built by __c__.
    a. Boyer b. Dessalines c. Christophe d. Pétion

11. Christophe treated the people in Haiti __d__.
    a. to lunch b. like slaves c. well d. badly
12. King Louis XIV of France proclaimed in 1665 __b__.
    a. Code Blanche b. Code Noire c. Code Rouge d. Code Verte
13. Haiti is a __b__.
    a. monarchy b. republic c. dictatorship d. Commonwealth
14. Dessalines led the fight against the French in __a__.
    a. Fort Vertiere b. Fort Trianon c. Fort Castilla d. Apache
15. The legal party in Haiti is called __d__.
    a. Republican b. Democrat c. Liberal d. Parti Unité National

III. Fill-ins. Complete the sentences below with the correct responses. Two points each.

1. The current president of Haiti is Bébé Doc.
2. The government house in Haiti is called the White House.
3. Haiti gained its independence in 1803.
4. A head of a prefecture is called a prefect.
5. In a dictatorship the executive has complete control of government.
6. The head of an American city is called a mayor.
7. The peaceful Indians that Columbus found were Arawaks.
8. The plantation owners were rich.
9. In 1697 Spain officially recognized French rule in Haiti.
10. The first slave revolt was led by Ogé and Chavannes.
11. Carib Indians migrated from Venezuela north to the Greater Antilles.
12. The Spanish treated the Indians very badly.
13. The French, British and Dutch buccaneers were looking for gold.

IV. Essay. Ten points for each essay.

A. It's 1803 and you are a slave. Where are you working? Who are you working for? Who is your leader? Pick one man from this period and tell us how he helped the slaves revolt.

B. Describe the situation in Haiti today. Who is the President? What are his duties? What are the branches of government? What is the purpose of each branch of government?

Lesson Twenty

Objectives:
- Students will be able to name various aspects of their culture.
- Students will be able to list three important facets of Haitian culture of which they can be proud.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test: Administer the test for Lesson Twenty which appears on a separate page.

Materials: map of Haiti, French newspaper, Creole book cover, picture of church and vévé, picture of people dancing, overhead projector, tape and tape recorder, transparencies.

Vocabulary:
- vévé - ceremonial designs which represent each spirit in voodoo.
- combite/coumbite - cooperative group organized to do work, in order to make it easier.
- Mardi Gras - the last day before Lent, celebrated with parades and festivities.
- mural - a picture painted on a wall.
- sculpture - the art of carving or modeling figures.
- harvest - gathering in grain and other food crops, usually in the fall.
- bambouche - a party held in Haiti after a work day, to celebrate.
- art collector - one who gathers and keeps different works of art.
- influence - power of persons and things to act on each other.
- French - the language of France, also spoken in countries greatly influenced by France.
- Creole - a patois spoken in Haiti.
- Africa - the continent south of Europe.
- voodoo - kind of religion (magic) which probably originated in Africa.
- merengue - a dance which is the national dance of Haiti.

Motivation: Show the real objects or transparencies and read passage associated with each transparency.
1. Map of Haiti - In 1804 Haiti became an independent nation. Haiti was the first Black republic.
2. Newspaper and book - Everyone in Haiti speaks Creole. Many people speak French also.
3. Church and vévé - The Catholic religion and voodoo are an important part of life in Hai[illegible].

4. Dancing - Music and dance are very important in Haiti. The most popular dance is the Merengue.

Aim: What do you know about Haitian culture?

Procedure: - Show transparency of a combite and play the tape recording accompanying it. This is what the tape will say:
Family life and community feelings are very important in Haiti. Neighbors usually band together in combites or work groups to plant or harvest large fields. The work of the combites is often done while singing work songs and after the work there is often a party called a bambouche.
- Show transparency of a Mardi Gras and play the tape. The following is what will be heard on the tape:
Mardi Gras is a holiday which comes before Ash Wednesday. It is celebrated in Haiti and New Orleans in the United States. Ash Wednesday signifies the beginning of a serious season before Easter.
During the festival of Mardi Gras people dance in the street and sing. Children and adults wear costumes, masks and paint their faces in a colorful way. Prizes are given for the best costume. There is a lot of food to eat.
- Show transparency of art work and play the tape which will say the following:
Haiti is famous throughout the world for its paintings and sculpture.
Haitians paint huge murals in churches, hotels and airports. A magnificent mural may be seen in the Episcopal Cathedral in the Holy Trinity at Port-au-Prince.
Haitian paintings have a strong African influence which makes them typically Haitian and prized by art collectors through out the world.
- Summarize and review by asking the following questions:
1. Why do you think a combite is helpful?
2. If you lived in Haiti would you join a combite? Why? Why not?
3. Do you think Mardi Gras would be fun? Have you ever participated in Mardi Gras?
4. Why is it a good idea to have Mardi Gras before a serious season?
5. Why is art important to a country?
6. What country influenced Haitian art?
7. List things to be proud of in Haiti. (Merengue, religion, two languages, first black republic)

Homework: Write a paragraph entitled "My Country". List the things in your country of which you are proud and that you remember and like about your country.

Follow-up Activities:

1. Show filmstrips about Haiti, for example U.M.M. "Life in Haiti".
2. Read "The Legend of the Wind" (Haitian folk tale) and discuss.
3. Make a Mardi Gras mask.
4. Read "Poème d'Haiti et de France" (poem) by Emile Roumer (available at the District Bilingual Education Curriculum Resource Center, 133 East 53 Street, room B23).

Answer key for pre- and post test:

1. true
2. true
3. Creole
4. African
5. true
6. true
7. dance
8. true
9. true
10. happy

PRE- AND POST TEST FOR LESSON TWENTY

Directions: True or false. If the answer is false, correct the underlined word to make the sentence true.

_____ 1. Haiti is the first Black republic.

_____ 2. I am Haitian and I speak Creole.

_____ 3. More Haitian people speak French than speak Creole.

_____ 4. Many Haitian paintings were influenced by American art.

_____ 5. Combites are singing work groups.

_____ 6. Voodoo and the Catholic religion are an important part of life in Haiti.

_____ 7. The Merengue is a popular Haitian food.

_____ 8. A bambouche is a party celebrating the end of a work day.

_____ 9. Family life is very important in Haiti.

_____ 10. Mardi Gras is a sad holiday in Haiti.

Lesson Twenty-One

Objectives:
- Students will be able to describe how voodoo affects the daily lives of Haitians.
- Students will be able to describe a voodoo ceremony and origins of voodoo.
- Students will be able to explain the significance of voodoo.
- Students will be able to list the other religions in Haiti.

Note to teacher: There is no pre- and post test or homework assignment for this lesson because voodoo is a delicate subject and some parents may find it objectionable.

Materials: tape recorder, tape of "Voodoo Dance" from Album "Drums of Haiti" by Ethnic Folkways, voodoo drum - U.M.M. Culture Kit, world map or globe, tape of organ/church music, pictures of vévés, picture of voodoo ceremony.

Vocabulary:
- worship - reverence offered a divine being or supernatural power.
- religion - a cause, principle, or system of beliefs held to with ardor and faith; the service and worship of God or the supernatural.
- voodoo - a religion derived from African ancestor worship, practiced chiefly by Haitians and characterized by rites and communication by trance.
- ceremonial - to do things in a formal and polite way.
- ritual - a special ceremony.
- priest - special servant of a God.
- counselors - a person who advises.
- healers - people who cure, make well.
- rites - special solemn ceremonies.
- trial - process of trying or testing.
- rattle - make a number of short sharp sounds.
- trance - a state or condition like sleep, in which the mind seems to have left the body.
- share - use together, have in common.
- ancestor - a relative that is not living.
- hungan - priest in voodoo ceremony.
- mambo - priestesses in voodoo ceremony.
- hounfort - a church where voodoo priest worships.
- zombies - living dead.
- vévés - design drawn on the ground for voodoo ceremony.
- possessed - controlled by an evil spirit.
- invocation - act of calling upon God or a divine being in prayer.
- emblem - symbol, sign of an idea.
- sacred - belonging to God, connected with religion.
- loas - a divine being or god.
- altar - a stand or table in the most sacred part of the church.

- werewolves - a person can be changed into a wolf.
- sacrifice - act of offering to a god.
- Pantheon - a temple for all gods built in Rome about 27 B.C.
- cabin/hut - a small built house.

Motivation: Play tape of voodoo selection and have children identify the selection as music heard during a voodoo ceremony in Haiti.

Aim: How does voodoo influence the life of the Haitian people?

Procedure:

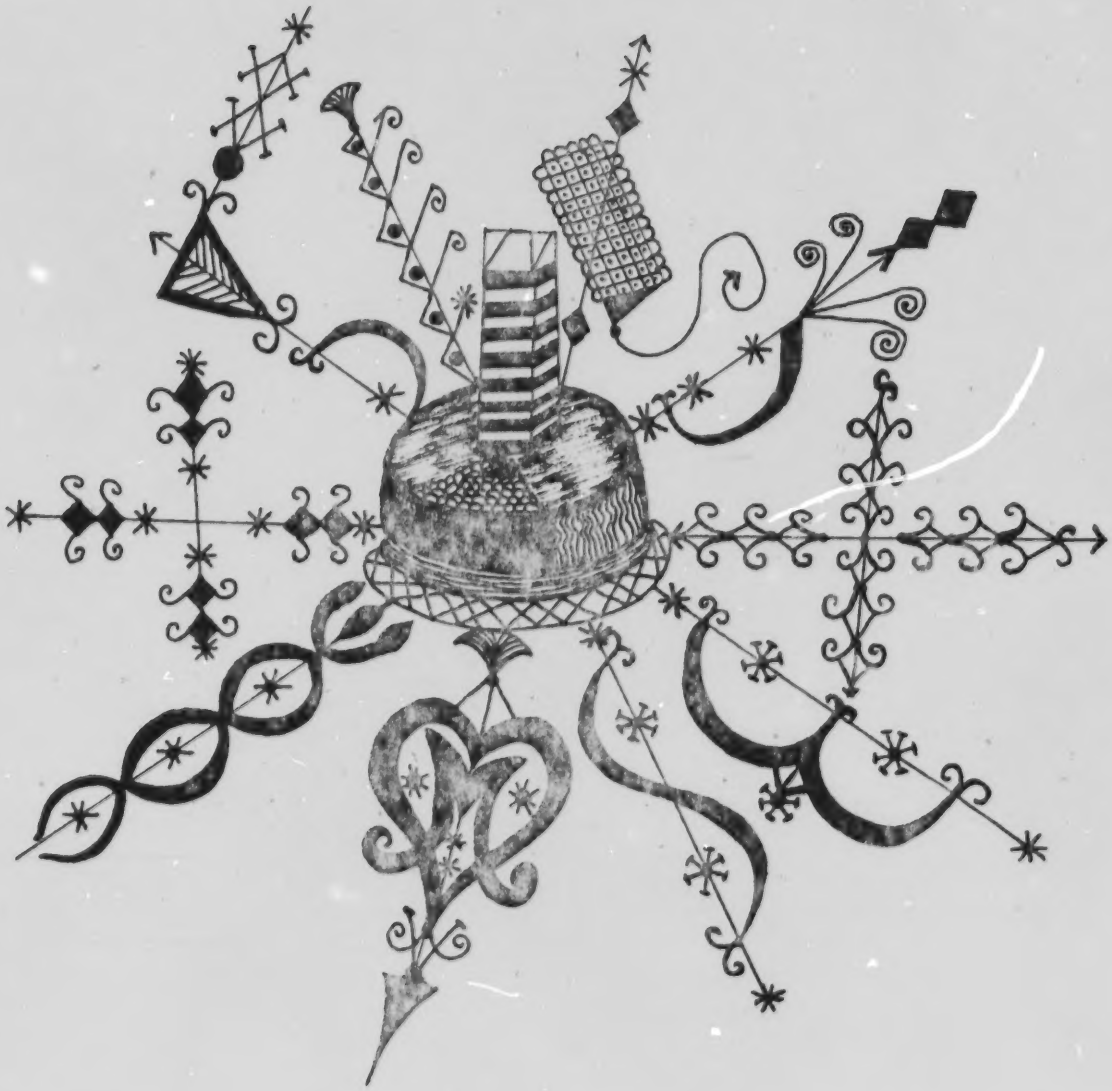
- T. What instruments do you hear played in this music? (drums) Show the class a voodoo drum.
  T. Have you ever heard music like this before? If so, where?
  Where do you think this music comes from?
- State that this music was very much influenced by African music, and that it is usually used for the voodoo ceremony.
- T. What is voodoo?
  Elicit - a religion which comes from a West African country. The word means deity or spirit. State that voodoo is practiced on a large scale by many Haitians, some of whom are Roman Catholic. (The official religion of Haiti is Roman Catholicism). Often the images of Catholic saints are present at voodoo ceremonies.
- Elicit these points:
  T. Where is voodoo practiced? (In the villages and cities of Haiti, in secret places.)
  T. Who practices voodoo? (Many Haitians, especially the poor people.)
  T. What takes place at a voodoo ceremony? (Participants try to evoke spirits.)
  T. Why do people practice voodoo? (They try to gain help for their daily lives.)
  T. What are the origins of voodoo? (Voodoo is a mixture of African religions, especially from Dahomey and Catholicism.) People who practice voodoo (point to map or globe of Africa and Haiti) have used some Catholic saints to represent their gods. For example: St. John (St. Jacques) is called Papa Ogoun and the Virgin Mary (St. Verge) is called Erzulie Claire, St. Patrick is called Dambala.

- T. How is the religion organized? (People worship loas - ancestors who have been deified or a devine being. Each loa has a ceremonial color, a day of the week, its own ritual invocations and songs. Each loa has a special emblem or vévé. The priests are called Hungan and the priestesses are called Mambo. They also serve as counselors, healers, and political guides.)
- T. Where do people practice voodoo? (Each priest is responsible for finding a place for the people to worship. The building could be elaborate or simply a cabin or hut. There are some people who practice voodoo privately. It is said that they use charms, create zombies (living dead) and use werewolves. The church is called a hounfort.)
- T. What is a voodoo ceremony like: (A ceremony might include dancing, music, singing, supernatural counsel, feats with fire, feasting:
    a) drawing of vévé - designs drawn on ground in sand.
    b) drums begin beating.
    c) dancing, frenzied pitch - people fall to ground in a trance. At this time they are said to be possessed.
    d) In this trance people can dip hands in boiling oil, put feet in fire, and small animals may be sacrificed.
    e) After the ritual people share a meal.
- Enrichment (optional) - List of Loas -
    Ligba - an old man leaning on a cane. Protects homes and roads.
    Loco - dressed as a general, reigns over trees and plants used as herbal medicines.
    Dambala - Aiida Onédo - white loas, married represented by two serpents or a rainbow.
    Azoué, Maitresse la Siréne, la Baleine - protect seas and lakes.
    Erzulie - presides over love.
    Ogoun - Protector of armies and territorial security, personifies force.
    Zaka - god of peasants, protects culture.
- These loas are a part of all areas of life:
    cure illness,
    save lives of people in accidents,
    bring rain to a dry field,
    make woman fertile,
    help people make money.
- Summarize and review by playing a musical selection from voodoo ceremony and one of church music. Student will identify the different instruments used in both and compare.

Follow-up Activities:

1. Draw a vévé.
2. Make a list of other religions and where they are practiced.
3. Compare your religion to another religion (Catholicism, Protestantism, Buddhism, Islam, Judaism, Taoism).
4. Describe the kind of food eaten at a ritual meal.

VÈVÈ



140

VOODOO CEREMONY

Lesson Twenty-Two

Objectives:
- Students will be able to define the word superstition.
- Students will be able to compare and contrast the various superstitions found in Haiti and the United States.
- Students will be able to describe the significance of superstition in daily life in Haiti and the United States.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test: Administer the test for Lesson Twenty-Two which appears on a separate page.

Materials: tape recorder, tape of song "Superstition" by Stevie Wonder.

Vocabulary:
- superstition - unreasoning fear of what is unknown or mysterious.
- lucky - that which seems to happen by chance, having or bringing good luck.
- behavior - way of acting.
- itch - tickly feeling in the skin.

Motivation: Play the song "Superstition" by Stevie Wonder.
Text of song:

Very superstitious
Writing on the wall
Thirteen month old baby
Breaks a looking glass
Seven years of bad luck
Good times in the past
When you believe in things
you don't understand
Very superstitious.

T. Which were some of the superstitions mentioned in the song?
List them on the board: writing on the wall, seven years bad luck when mirror is broken.
T. Are you familiar with these superstitions? Discuss.
T. According to the song, what is a superstition?
Elicit: when you believe in things that you don't understand. For example, you have a certain belief without any facts to support this belief.

Aim: What are superstitions?

Procedure:
- Refer to the superstitions listed on the board.
T. In which country would you have these two superstitions, Haiti or the United States?
Elicit various superstitions of the people in the United States and Haiti and list them on the board. For example:

United States

Bad luck will come when:

1. a person breaks a mirror,
2. a person walks under a ladder,
3. a black cat crosses your path,
4. a person steps on a crack in the side walk.

Good luck will come when:

1. a person carries a rabbit's foot,
2. a person finds money,
3. a person's palm is itchy,
4. a person finds a four leaf clover,
5. a person crosses his fingers,
6. a lucky number comes up,
7. you wish upon a star.

Haiti

Bad luck will come when:

1. a butterfly comes into the house,
2. a person puts his left shoe on his right foot or vice versa,
3. a person does not carry a hounga or various charms and chains.

Good luck will come when:

1. a person loses a tooth and puts it on the roof of the house,
2. a person's hand itches,
3. a person's foot itches.

- Elicit more superstitions from the class and talk about why they are considered superstitions. For example, if you break a mirror seven years of bad luck will follow. There is no explanation for this belief it is only a popular belief.

T. Is this really true? Does this really happen?
Do superstitions tell you how to act?

- Summarize and review by asking the following questions:

T. Do superstitions change your behavior?
How important are superstitions to you?
How careful are you about following superstitions?
Are you afraid if you don't carry them out?
Would you walk under a ladder? Why/why not?
Do we have the same superstitions in Haiti and the United States? Are superstitions the same all over the world?
Are superstitions related to the country in which you grow up? Do you still follow the same superstitions in the United States that you followed in your country (if you are superstitious)? Have you adopted any American superstitions?

Follow-up Activities:

1. Make up a superstition and write a story about it.
2. Interview several people and ask: Are you superstitious? What are the superstitions in which you believe?
3. Illustrate a superstition.

4. Make up a horoscope.
5. Read the story of "Pinocchio".
6. Read the story "The Monkey's Paw".

Answer key for pre- and post test:

1. true
2. true
3. true
4. many
5. bad
6. true
7. Superstitions are not
8. different
9. Some
10. true

PRE- AND POST TEST FOR LESSON TWENTY-TWO

Directions: True or false. If the answer is false, correct the underlined word to make the sentence true.

_____ 1. An American superstition is that bad luck follows breaking a mirror.

_____ 2. Some people believe that certain numbers are lucky or unlucky.

_____ 3. It is a Haitian superstition to carry a hounga.

_____ 4. There are few superstitions related to voodoo.

_____ 5. An American superstition is "If you walk under a ladder, good luck will follow."

_____ 6. An American superstition is when a black cat crosses your path - bad luck will follow.

_____ 7. Superstitions are based on facts and truths.

_____ 8. People all over the world have the same superstitions.

_____ 9. All people are superstitious.

_____ 10. Being superstitious means that you believe in certain things for which you have no reason.

Lesson Twenty-Three

Objectives:
- Students will be able to define folklore.
- Students will be able to describe the story of at least one folk tale.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test: Administer the test for Lesson Twenty-Three which appears on a separate page.

Materials: "The Singing Turtle and Other Tales From Haiti" by Philippe Thoby-Marcelin and Pierre Marcelin (you may borrow the book from the District Bilingual Education Curriculum Resource Center, 133 East 53 Street, room B23).

Vocabulary:
- author - a person who writes books, stories or articles.
- compiled - collected and brought together.
- version - one particular account or statement.
- generation - people born in the same period.
- revive - bring back or come back to life.
- charms - a word, verse, act or thing supposed to have magic power to help or harm people.
- outwit - get the better of.
- mingle - mix, put together.
- folklore - the beliefs, legends, customs, etc. of a people or a tribe.
- customs - any long established habit.
- legends - stories coming down from the past which many people have believed.
- beliefs - acceptance as true or real.
- origins - beginning, starting point.
- intonation - the manner of sounding words or speaking.
- gesture - a motion of the body used instead of words to help express an idea or a feeling.
- facial - having to do with the face, the front part of the head.
- ethnologist - a person that deals with the races of people, their origin, customs, etc.
- research - investigation for facts or truth.

Motivation: Read "My Beauty" from "The Singing Turtle and Other Tales From Haiti" which appears on separate pages in this lesson. Simplify vocabulary in the story while reading aloud to enable greater comprehension by the class.

Aim: Why is "My Beauty" called a folk tale?

Procedure: - Have the children look at a book from their desk.

- T. What is the title of the book? Who is the author?
- Point out that "My Beauty" has no author. It is a folk tale that has been passed down by word of mouth. There may be different versions of the same story since it was repeated orally from generation to generation. This tale and others revive the old tales of devils, magic and charms; of animals who outwit one another, of the dead who return to mingle with one another.
- These tales are part of the folklore of Haiti. Define folklore (see vocabulary).
  T. How did Haitian folklore come about?
  Where did the stories come from?
- Explain that Haitian folk tales are a mixture of African, European, and Oriental traditions and some folk tales have unknown origins. Most folk tales detail customs, ways and beliefs as well as the surroundings in which they are told. They become familiar to the listener because they describe the listener's own way of life. Part of the flavor of narrating a folk tale is using the gestures, intonations, and facial expressions according to custom and the miming of the action of the characters. A noted Haitian ethnologist, Jean Price-Mars, researched his native folklore and its literary value (1876-1969).
- Ask the following questions for comprehension of the story:
  1. Why did My Beauty reject all the men who wanted to marry her?
  2. Who is Lolo?
  3. Why did My Beauty decide to marry the stranger with the red beard?
  4. Why did Lolo object to the marriage?
  5. How did Lolo plan to find out if the stranger with the red beard was a devil?
  6. How did the beautiful young fairy help Lolo?
  7. How did Lolo protect My Beauty after she married the devil?
  8. Why did My Beauty want to marry Lolo?
  9. Why did Lolo refuse My Beauty's proposal of marriage?
  10. Why did Lolo finally agree to marry My Beauty?
- Summarize and review by having the children act out the story as a narrator or the teacher reads it.

Homework: Write a folktale or story that you heard when you were in Haiti (any country where the children come from).

Follow-up Activities:

1. Make up your own folk tale.
2. Tell a story using the "round robin" technique.
3. Read other stories in "The Singing Turtle and Other Tales From Haiti".
4. Illustrate "My Beauty"
5. Read American folk tales.

Answer key for pre- and post test:

1. true
2. unknown
3. orally
4. true
5. Jean Price-Mars
6. true
7. Haitian
8. fiction
9. true
10. true

PRE- AND POST TEST FOR LESSON TWENTY-THREE

Directions: True or false. If the answer is false, correct the underlined word to make the sentence true.

_____ 1. Haitian folk tales come from African, European and Oriental traditions.

_____ 2. The origin of all Haitian folk tales is known.

_____ 3. Most folk tales are passed down in writing.

_____ 4. Folklore is the customs, legends and beliefs of a people or a tribe.

_____ 5. Jean Pierre Aumont researched Haitian folk tales.

_____ 6. Folk tales are about devils, magic, charms, animals and dead who mingle with the living.

_____ 7. "My Beauty" and "The Singing Turtle" are American folk tales.

_____ 8. Folk tales are true stories.

_____ 9. A folk tale does not have a specific author.

_____ 10. It is possible to hear different versions of the same folk tale.

MY BEAUTY

Once upon a time there was a girl so beautiful that everyone called her My Beauty.

The most handsome, the bravest and richest men of the city asked for her hand and she rejected them all, under the false pretext that, since she was happy with her parents, who spoiled her more than any husband could, she was in no hurry to be married.

Others, less favored by fate, did not ask for her hand, but they only yearned for her all the more. And the happiest of all was Lolo—a foundling who had been taken in by My Beauty's mother to be a playmate to her daughter—for, besides not knowing who his parents were and being penniless, he was deformed.

One day there appeared a stranger with a red beard; he was not handsome but did have the attraction of novelty, and the girl declared that he was just the one for her. The parents too, charmed by his unusual accent, found him to their liking. So his suit was granted and the wedding set for the next day. Then they invited their friends to celebrate the engagement.

Lolo's grief was very great, but jealousy was not the main reason. He had expected that some day My Beauty would marry and possibly he was even reconciled to the idea. But his instinct warned him that the stranger with the red beard was a devil and the girl he loved so hopelessly ran the risk of being eaten alive the very night of her wedding.

"At all costs," he said to himself, "I must save her!"

And, as the girl's mother was going into the pantry to get the butler to serve the champagne, Lolo hastened to find her and tell her of his fears. But she burst out laughing and gave him a little tap on the cheek.

"My poor child," she said, "it's just jealousy that gives you such gloomy thoughts. Believe me, instead of worrying uselessly, go do like everyone else: drink, dance, and have a good time!"

But Lolo did not stop at that. He knew from reliable sources that devils have pus in their veins instead of blood, and that certain parts of their bodies, marked with brown spots, are numb. He had only to prick the fiancé in the right spot to find out his true nature.

Lolo got hold of an awl, went and stood in the corner of the room where people were already dancing, and patiently waited for an opportunity. It was not long before he found one: whirling around, the stranger with the red beard, who was dancing impetuously with My Beauty, knocked against him as he stepped backwards. Lolo took advantage of it and pricked him on the nape of the neck where there happened to be a little purplish spot. A thin jet of pus spurted out instantly, as from an abscess that has burst, and from all appearances the stranger did not feel the slightest pain, for he kept on dancing as wholeheartedly as ever.

Lolo hastened to report the fact to My Beauty's father, who did not believe him any more than his wife had, and he gave him a little tap on the shoulder.

"My poor boy, it's only jealousy that makes you see such absurd things. Instead of wasting your time talking nonsense, do like everyone else: drink, dance, have a good time."

A great weariness came over Lolo. Not knowing what else to do to expose the devil's ruse, he went to bed and fell asleep almost instantly. Just then, a beautiful young fairy appeared to him in a dream and told him she was his godmother. Since he did not seem to believe it, she explained she was the one who abandoned him where he was found, in order to test his character; she it was, also, who gave My Beauty's mother the generous idea of taking Lolo in and bringing him us as her own son. But all this seemed too perfect and, although it took place in a dream, where everything is possible, Lolo could not believe it.

However, the fairy smiled benevolently and, guessing his thought, tried to convince him.

"My godchild," she said finally, "I am satisfied with your conduct and the affection you have always shown toward your adopted family. As a reward, I am making you the gift of a sword and a magic wand. All you have to do is command the sword to kill a dangerous enemy and it will do so instantly. As for the wand, all you have to do is strike the ground with it as you make a wish, and your wish will be granted immediately."

When he awoke, Lolo found the fairy's presents close by, on the night table. He touched them, handled them, and had to admit he was not the victim of an illusion; and if he had dreamed, as he was sure he had, at least his dream merged with reality. Now, it was daybreak already and all the cocks of the neighborhood were beginning to crow. It was the hour when witches, returning from their midnight revels, slip back into their skins. Lolo then remembered the stranger with the red beard. Making sure that the sword and magic wand were not vanishing with the night, that they were real and belonged to him, he cried as he brandished them: "Now, devil, it's between the two of us!"

The wedding was sumptuously celebrated and, just as there had been for the engagement, there was a ball in the evening. This time Lolo, feeling lighthearted, took an active part in the festivities. He drank, danced, and had a good time like everyone else, so My Beauty's parents thought he had become reasonable.

But before the guests departed he hid under the newlyweds' bed, and wisely so, for he had just left the ball when the stranger with the red beard, impatient to realize his purpose, took leave of the company and led his young wife to the nuptial chamber.

Then everything happened as Lolo had foreseen. After locking the door with great care and putting the key in his pocket, the stranger suddenly resumed his natural form; his horns and tail reappeared, while his mouth, hideously widened, became full of sharp teeth, and he grew to the size of a giant.

Terror-stricken, My Beauty did not even have the strength to cry out; but Lolo kept his wits about him. As the infernal bridegroom reached out his hand to seize the young woman and eat her alive, Lolo commanded his sword to cut off the devil's two arms—which was done in the twinkling of an eye.

Then the devil cried out: "If I no longer have hands, I still have feet!"

But, at Lolo's command, the sword instantly cut off both his legs.

When he saw this, the devil spoke up again: "If I no longer have feet, I still have teeth!"

And, as he reached out with his jaws, the sword, obeying Lolo's command, cut off his head.

When she came to her senses, My Beauty flung her arms around Lolo's neck and swore as she kissed him that she loved him more than anyone else in the whole world and that she wanted to marry him. The young man pleaded in vain that he was poor and deformed, but she would not give up. He kept refusing and she kept insisting. Finally, seeing she was sincere, he made three wishes, each time striking the floor with the magic wand.

And the three wishes came true quicker than it takes to tell it.

At the first strike of the wand, Lolo, changing into a prince, became beautiful as the sun. At the second, the house was changed into a magnificent marble palace. At the last, he got furnishings of precious woods as well as sparkling jewels for My Beauty, and all the money necessary for their new status.

I need not tell you they were married the following day, had many children, and lived happily to a ripe old age.

Lesson Twenty-Four

Objectives:
- Students will be able to describe the different styles of Haitian literature.
- Students will be able to name the poets and writers who are representatives of different styles of writing.
- Students will be able to describe and relate the meaning of one poem.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test:
Administer the test for Lesson Twenty-Four which appears on a separate page.

Materials: tape recorder, tape of poem, and poem (to be rexographed).

Vocabulary:
- poem - a composition in verse.
- poet - one who writes poems.
- characteristic - things which are typical to a country or a person.
- subjects - the matter, theme, or topic about which something is said or written.
- main - chief, principal.
- romantic - what is imaginary, sentimental or idealistic.
- novelist - writer of a story with a plot.
- theme - subject, topic.

- étagement - disposition en étages, comme des marches d'escalier.
- bleuissant - qui devient bleu.
- ondulation - courbe.
- colline - petite montagne, petit morne.
- cascatelle - petite cascade.
- noueux - comme des neeuds.
- firmament - ciel.
- madras - mouchoir de tête, foulard, coiffe.
- mélopée - chanson, complainte.
- grincer - crier, faire du bruit par suite d'un frottement, émettre un bruit aigu.
- altier - fier, impressionnant.
- entêtante senteur - odeur très forte et persistante.
- torse - poitrine, buste.
- peine - travail, charge.
- corralin - pirogue, bateau fouillé dans un tronc d'arbre.
- crépuscule - tombée du jour.

Motivation: Play the tape of "Sil Fallait, Au Monde, Presenter Mon Pays" by Jean Brierre.
T. (After the class has heard the poem) What is Brierre (the poet) talking about in this poem? What are the characteristics of the country about which he is talking?

Aim: What are the major aspects of Haitian literature?

Procedure:
- Distribute copies of the poem. Have the students read the poem several times and go over the vocabulary.
- T. What are some of the things that are mentioned in Brierre's poem? What is the theme of the poem? (personal sentiments of his country, the beauty of Haiti, nature, description of Haitian customs, the island, the streets, the sky, and the countryside). List them on the board. Did you like the poem?
- Explain to the class that the major theme and the sub-themes in the poem are characteristics belonging to the literature of the romantic period which began in Haiti in 1836.
- T. Some of the writers from Haiti during the romantic period are: (List the following on the board)

ROMANTIC PERIOD

a. poets - Charles Segay-Ville Valeix (1833-1920)
"Premiers Accord"
- Oswald Durand (1840-1906)
"Mon Tle bien-Aimée"
- Tertulien Guilband (1856-1937)
"Le Premier Janvier"

b. novelists- Demesvar Delorme "Lelac De Thoune"
- Massillon - Coica "La Noire"

- Write the following on the board and have the students indicate which period preceded the romantic period and which periods followed it:

Other Periods of Haitian Literature

THE PIONEER PERIOD (1804 - 1836)

a. Antoine Dupré - "Hymne a la liberté"
Boisrond - Tonnere "Acte D'independence"
Theme: Memories of independence and liberty

THE MODERN ROMANTIC PERIOD

Theme: Beauty

GENERATION DE LA RONDE (1898 - 1927)

a. Antonio Vieux
b. Philippe Thoby Marcelin

ÉCOLE INDIGÉNISTE (1927 - TODAY)

a. Carl Brouard (1902-1965)
"Nous"
Émile Roumer (1903 -)
"Poèmes D'Haiti et De France"
Theme: Beauty of Courtisan life, the Haitian women, natural beauty of Haiti.

- Summarize and review by asking the following questions:
T. How many periods are there in Haitian literature? (five) What are they? Name the characteristics of these periods.
1. The Pioneer Period (liberty)
2. The Romantic Period (personal sentiment)
3. The Modern Romantic Period (beauty)
4. Generation de la Ronde
5. École Indigenistes (natural beauty of Haiti).
Then have the students copy the list that was written on the board.

Homework: Memorize eight lines of the poem by Brierre and be able to explain in your own words the meaning of the lines.

Follow-up Activities:
1. Go to the library and read other Haitian poems and novels.
2. Illustrate the poem read in class.
3. Write a report on a Haitian novel or poem that you read.
4. Make a book jacket for a Haitian novel that you read.

Answer Key for pre- and post test:

1. e	6. c
2. h	7. d
3. j	8. i
4. a	9. g
5. b	10. f

PRE- AND POST TEST FOR LESSON TWENTY-FOUR

Directions: Match the following writers with their works. Write the correct letter from column B in column A.

A		B	
1.	Jean Brierre _____	a.	"Le Premier Janvier"
2.	Charles Sé Guy - Ville Valpeix _____	b.	"Le Lac De Thoune"
3.	Owsald Durand _____	c.	"La Noire"
4.	Tertulien Guilbaud _____	d.	"Hymne A La Liberté"
5.	Demesvar Delorme _____	e.	"S'il Fallait Au Monde, Presenter Mon Pays"
6.	Massillon - Coi Cou _____	f.	"Poême D'Haiti et De France"
7.	Antoine Dupré _____	g.	"Nous"
8.	Boisrond - Tonnore _____	h.	"Premiers Accord"
9.	Carl Brouard _____	i.	"Acte D'Independence"
10.	Émile Roumer _____	j.	Mon Île bien-Aimée"

S'IL FALLAIT, AU MONDE, PRESENTER MON PAYS
by Jean F. Brierre

S'il fallait, au monde, présenter mon pays,
Je dirais la beauté, la douceur et la grâce
De ses matins chantants, de ses soirs glorieux;
Je dirais son ciel pur, je dirais son air doux,
L'étagement harmonieux de ses mornes bleuissants;
Les molles ondulations de ses collines proches
La changeante émeraude des cannes au soleil
Les cascatelles glissant entre les grosses pierres:
Diaphanes chevelures entre les doigts noueux
Et les soleils plongeant dans des mers de turquoise...
Je dirais, torches rouges tendues au firmament,
La beauté fulgurante des flamboyants ardents
Et ce bleu, et ce vert, si doré, si limpide
Qu'on voudrait dans ses bras serrer le paysage.
Je dirais le madras de la femme en bleu
Qui descend le sentier son panier sur la tête,
L'onduleux balancement de ses hanches robustes
Et la mélopée grave des hommes dans le champ,
Et le moulin grinçant sous la lune la nuit ,
Les feux sor la montagne à mi-chemin du ciel;
Le café qu'on recueille sur les sommets altiers
L'entêtante senteur des goyaves trop mures ...
Je dirais dans les villes, les torses nus et bronzés
De ceux qui, dans la rue sous la sure chaleur,
Ne se laissent pas effrayer par la plus lourde peine;
Et les rameurs menant, à l'abri de nos ports,
Lorsque revient le soir, les corallins dansants
Cependant que les îles au large, paresseuses,
Laissent monter en fumée, au fond du crépuscule
La lente imploration de leurs boucans lointains...
....
S'il fallait au monde présenter mon pays,
Je dirais plus encor, je dirais moins encor,
Je dirais ton coeur bon, ô peuple de chez nous.

Lesson Twenty-Five

Objectives:
- Students will be able to describe situations in every day life where music plays a part.
- Students will be able to describe the instruments used in popular music in Haiti.
- Students will be able to name the dances of Haiti and the differences between the African and French origins of the dances.
- Students will be able to sing Choukoun.
- Students will score 80% or higher on the post test.

Pre- and Post Test:
Administer the test for Lesson Twenty-Five which appears on a separate page.

Materials:
Tape of "Belle Manman" (Merengue) from "Songs and Dances of Haiti" album from Ethnic Folkways Library, tape of Choukoun, song sheet of Choukoun/Yellow Bird (to be rexographed), tape recorder.

Vocabulary:
- wedding - marriage ceremony.
- funerals - things that are done at the burial or burning of a dead body.
- festival - a day or special time of rejoicing and feasting.
- ceremony - special set of acts to be done on special occasions.
- bamboche - a party to celebrate the end of a work day.
- emotions - strong feelings of any kind - love, hate.
- La Calenda - a fast dance that represents the joy of the slaves.
- La Chica - an elegant dance that is performed at a fast tempo and resembles the French minuet.
- Merengue - a popular dance of Haiti.
- Polka - Kind of lively dance.
- Con go Dance - a happy dance that resembles the Chica.
- joyous - happy, glad.
- rock (and roll) - a type of popular music, which began in the 1950's.
- folk dance - popular dance among the common people of a country.
- ensemble - all the parts of a thing taken together.
- tambourines - small drums with metal discs, played by striking or shaking.
- rattles - instruments that make noise when shaken.
- trumpets - musical wind instruments that have a powerful tone.
- whistles - instruments used for making high shrill noises.

Motivation: Play the merengue music (Choukoun from Haitian Folk Songs). Invite all children to dance.
T. What is the name of the dance? What other Haitian dances do you know?

Aim: What part does music and dance play in everyday life in Haiti?

Procedure: - T. When and where do people sing and dance in Haiti? Elicit the emotions felt on these occasions and the different reasons for singing and dancing. Include the following:

Occasion	Emotion Expressed
a. weddings.....	joy
b. funerals.....	sorrow
c. work (combite).....	diversion (to take one's mind off work)
d. parties.....	gaiety
e. festivals.....	gaiety, pleasure
f. voodoo ceremonies....	frensy, prayer, religious fervor
g. bambouche.....	fun, happiness

- T. Now we can see that every aspect of life is affected by music and dance. Elicit the names of different Haitian dances. Include:

a. La Calenda - a very animated dance that represents the joy of the slaves.
b. La Chica - a very elegant dance which is danced at a very fast tempo. It resembles the French Minuet. The merengue comes from this dance. It is danced with the woman holding a handkerchief and swaying her skirts. The man approaches the woman in the dance in a flirtatious manner but he backs away before he touches her.
c. The Merengue - a popular dance of Haiti, it is danced by everyone, everywhere.....
d. Polka - brought to Haiti by the Americans during their occupation of the country. It is a moderately fast dance.
e. The Congo Dance - a joyous dance which resembles the Chica. The arms are folded and the toes are pointed while doing the dance.

- T. Do you like to dance? What dances do you like to do? Elicit the names of American dances and rock music that might be heard at a discotheque in Haiti. Elicit the names of Haitian folk dance ensembles. Include: La Troupe Choucoune, Ibo Dancers, Les Gypsies de Queens, Tabou Combo. Play the record of merengue music again. Tell the children to listen for the instruments heard.
- T. What instruments did you hear? (drums, guitars, bells, tambourines, whistles, rattles, trumpets.)
- T. Who remembers who the original plantation workers in Haiti were? (African slaves.) Where do you think their songs came from? (Africa-Dahomey, Senegal, Nigeria, Congo.)
- T. What language is spoken in school in Haiti? (French) From what country would songs and dances learned in school come? (France) What songs and dances did you learn in school in Haiti?
- Summarize and review by teaching Choukoun either in English or Creole.
- T. A popular folk song of Haiti is called Choukoun in Creole. In the United States we call it Yellow Bird.

Homework: Cut out or draw pictures of typical Haitian or American instruments. Label them.

Follow-up Activities:

1. Make drums, rattles, flutes and tambourines.
2. Bring in an instrument and play a song or dance.
3. Choreograph an original dance to be presented to the class.
4. Bring in records of popular Haitian music and set some time aside to listen to the records.
5. List popular Haitian singers and/or dancers and Dance Troupes.
6. Have a dance contest.
7. Refer to lesson for Haitian dance troupes which may be contacted to perform in the school.
8. Teach the Merengue.
9. Borrow records of Haitian songs from the District Bilingual Education Curriculum Resource Center, 133 East 53rd Street, room B23.

Answer Key for Pre- and Post test:

1. drum
2. bambouche
3. French
4. merengue
5. Africa
6. La Calenda
7. music
8. parties
9. joy, sorrow, religious

PRE- AND POST TEST FOR LESSON TWENTY-FIVE

Directions: Choose one of the following words to complete each sentence.

music	French	Africa	drum
merengue	parties	joy	sorrow
La Calenda	bambouche	religious	

1. The most popular musical instrument in Haiti is the _____.
2. A popular street party in Haiti is called _____.
3. Songs learned in Haitian schools are usually in the _____ language.
4. A popular dance of Haiti is the _____ _____.
5. Most Haitian song and dance originated in _____.
6. A dance which is very animated and has an African origin is called _____ _____.
7. In a Haitian discotheque one can hear American _____.
8. People sing and dance at _____, work, festivals, funerals.
9. The dances in Haiti allow people to express such emotions as _____ and _____.

CHOUKOUN/YELLOW BIRD

I. Déyé gnou gro touf pinquin
Lòt jou moin Kontré Choukoun
Li souri lèli oué moin
Moín di ciel à la bel moun (bis)
Li dim ou trouvé sa chè

Chorus
Ti zoizeau nan boua ki ta pé couté (bis)
Lè moin sonjésa moin gingnin la pin
Ka dépi jou sa deu pié moin nan chin
Lè moin Sonjé sa moin gingnin la pin
Deu pié moin nan chin.

II. Choukoun sé gnou marabout
Zieu li Kléré Kou chandel
Li gingnin tété doubout
A si Choukoun té fidel (bis)
Nou rètè Kozé lontan.

III. N alé lakay maman m li
Gnou ti gran moun Ki trè honet
Sito li ové moin li di à moin Kontan sila net
Nou boué chokola o noua (bis)

CHOUKOUN/YELLOW BIRD

English Translation

I. I first saw my sweet Choukoun
Within a thick grove of trees
I said, "You're as fair as noon."
She smiled and she seemed quite pleased
I said, "You're as fair as noon."
"I thank you, sir," said Choukoun.

Chorus
Little birds heard all that we had to say
Little birds were listening all the day
Ah my gentle one, dainty tender one
By the stars above I declare my love
Ah my gentle one, dainty tender one
Smiling gay Choukoun.

II. The eyes of my dear Choukoun
Shine clear as a candel light
Her eyes like the sun at noon
Are radiant and warm and bright
Her eyes like the sun at noon
Are radiant, my fair Choukoun.

Lesson Twenty-Six

Objectives: - Students will be able to identify some representative styles of Haitian art.
- Students will be able to identify who and what influenced Haitian art.
- Students will be able to identify the themes present in Haitian art.
- Students will be able to describe work done by Phillippe August and W. Domond.
- Students will be able to score 80% or higher on the post test.

Pre-and Post Test:
Administer the test for Lesson Twenty-Six which appears on a separate page.

Materials: five slides, slide projector, and screen.

Vocabulary: - fantasy - a picture in the mind, imagination, a wild strange fancy.
- realistic - lifelike, - representing things as they really are.
- Cock fight - a fight between two roosters (male chickens.)
- terrestrial - pertaining to the earth, not of the heavens.
- paradise - place or condition of great happiness, heaven.
- elaborate - worked out with great care; having many details; complicated.
- coiffure - style of arranging the hair; covering for the hair; headdress.
- ideal - a perfect type; a model to be imitated; existing only in thought.
- sculpture - the art of carving or modeling figures. Sculpture includes the art of cutting statues from blocks of marble or stone; casting in bronze and modeling in clay or wax.

Motivation: Show slide number one of Haitian art - "Ideal Tree".
T. What do you see?
T. Does this tree look real? Why? Why not? Doesthe fruit look realistic?
T. Is the painting colorful or dull?
T. Why is this a good Haitian subject?
T. Why is this tree "ideal"?
T. This is a painting by Phillippe Auguste. He is typical of Haitian painters. He was a writer before he became a painter. Auguste was

52 when he began to paint. He also studied law, and edited legal documents - though he never became a lawyer. His works show his love of nature.

Aim: What is the art of Haiti like?

Procedure:
- Show slide number two -"Terrestrial Paradise" by Auguste.
  T. Phillippe Auguste also painted this picture.
  T. In what way is this like the other painting? (Color, fruits, style)
  T. In what way is it different? (animals)
  T. Are these animals found in Haiti? (No) Where would they be found?
  Elicit African influence on animals and paintings.
- Show slide number three "Elaborate Coiffure" by Desrosiers.
  T. How is this painting different from the others we've seen? (Colors, subject)
  T. What are the people in the painting doing?
  T. Is this a picture of everyday life in Haiti or here?
  T. Have you ever done this?
- Show slide number four - "Cock Fight" by Domond.
  T. This was painted by W. Domond. He was born in Jacmel, Haiti in 1925. He is considered to be very gifted in the use of color.
  T. How is this painting similar to the others we've seen today? How is it different?
  T. What are the men doing?
  T. Have you every seen this done? Where?
  T. What colors do you see? Are they bright?
  T. Is this a real scene in Haitian life? Did the animal painting seem real?
- Show slide number five - Sculpture
  T. What are these? (Sculptures of people)
  T. Do they look real? How do they look real? How do they not look real?
  T. What are these figures made from?
  T. Cutting shapes from wood or stone is known as sculpture (see vocabulary).
- Summarize and review by having the class make a mural as a cooperative effort. The subject may be the "Ideal Tree". Each child may draw a fruit. Emphasize style and color. Completed mural may be displayed on a wall.

Homework: Make a collage based on subjects seen on the slides:
a. animals
b. fruit
c. masks, etc.

Follow-up Activities:

1. Make a drawing in the same style as the Haitian paintings?
2. Bring in pictures of art work in the same style as Haitian paintings.
3. Take a trip to a museum to see Haitian art and compare it to other art seen. Note to teacher: The Museum of Modern Art and the Museum of Natural History have Haitian art collections. Call the museum for the exhibition date.

Answer Key for pre- and post test:

1. true
2. bright
3. are not
4. true
5. different
6. true
7. Africa
8. true
9. often
10. are

PRE- AND POST TEST FOR LESSON TWENTY-SIX

Directions: True or false. If the answer is false, correct the underlined word to make the sentence true.

1. Phillippe Auguste is a famous Haitian painter.

2. Colors in Haitian paintings are dull.

3. Winter scenes are a common subject in Haitian life.

4. The "Ideal Tree" is a Haitian painting.

5. Sculpture and painting are the same.

6. Cuttings of shapes from wood or stone is sculpture.

7. Europe has greatly influenced Haitian art.

8. Everyday life can often be seen in Haitian art.

9. Animals are rarely seen in Haitian paintings.

10. Haitian paintings are not shown outside of Haiti.

Lesson Twenty-Seven

Objectives: - Students will be able to compare and contrast the daily life of a family in Haiti and New York.
- Students will be able to compare and contrast the daily schedule of a family in Haiti and New York.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test:
Administer the test for Lesson Twenty-Seven which appears on a separate page.

Answer Key for pre- and post test:

1. New York	6. Haiti
2. Haiti	7. Haiti
3. Haiti	8. New York
4. Haiti	9. New York
5. New York	10. Haiti

Materials:
"Ti Jacques - A STORY OF HAITI" by Ruth Eitzen, Thomas Y. Crowell Company, New York (may be borrowed from the District Bilingual Education Curriculum Resource Center, 133 E. 53rd Street, room B23).

Vocabulary: - thatched roof - roof of straw.
- freshly - newly made.
- yams - a kind of sweet potato.
- commotion - violent movement.
- cruise - sail about from place to place.
- docked - landed on a pier.
- tourists - persons traveling for pleasures.
- luggage - baggage.
- tip - small present of money.
- lightning - a flash of electricity in the sky.
- hut - a small roughly made house.
- mat - piece of fabric, often made of straw used for floor covering.
- typical - being of type, representative (synonym for average).
- average - usual, representative (synonym for typical)
- supermarket - large modern store where all types of food may be bought.
- grocery - articles of food.
- schedule - written or printed statement of details.

Motivation: Read the shortened version of "Ti Jacques" and show pictures from the book.

This is a story of a rural Haitian family who makes their living selling yams, beans and lettuce in a small garden next to their thatched roof home. Ti Jacques is the oldest son in the family. One summer morning Ti Jacques woke up to the smell of freshly cooked strong coffee. He quickly dressed because he had a lot to do. He was planning to go to the city market in Port - au - Prince to see the yams that were grown in the family's garden. He wasn't afraid of the girls' job of carrying a yam basket, not if it took him to Port - au - Prince, the largest city in Haiti. He waved good-bye to his mother, who was cooking and his father, who was working in the garden (show picture before page one).

He began to hike to the city and soon he came to the market place (show picture on pages four and five). Ti Jacques loved the market - loud noise, big crowds, large commotion. By noon he sold all the yams, now Mama could go and buy the sugar, salt and cooking oil she wanted so much. Now that he sold all the yams he could enjoy the sunny day in Port-au - Prince (show picture on page twenty-two). He saw a big cruise ship docked at the port with many tourists walking around (show picture on page twenty-five). A family of tourists asked him to help them carry their luggage to Hotel Excelsior. When they got there the father gave Ti Jacques a big tip. He was very happy because now Mama would have more money to buy the things they needed.

An old red and blue taxi bus, called a camion, rattled to a stop close by Ti Jacques (show picture on page thirty). It started to rain and since Ti Jacques had made so much money today and was very tired he got inside the camion. The lightning flashed and the thunder roared and Ti Jacques was really glad that he was on his way home (show picture on page thirty-three).

When he finally arrived at home it was late. Mama was waiting for Ti Jacques. Ti Jacques gave her all the money that he earned from the yams and from the tourists. He told her all about his adventures in the city as Mama served him a dinner of pork fat and beans. They all sat around the fire after a good supper (show picture on pages forty and forty-one).

The moon was rising over the mountain and it was very

dark. It was bedtime for the family. Ti Jacques went to sleep on his banana - leaf mat and his family was sleeping around him in the hut. He was very happy, he had a very good day.

Elicit the sequence of events in Ti Jacques' day.
T. Can this be a typical day for a family in New York? Why?
What is a typical day like in your family? Discuss.

Aim: What are the similarities and differences in the daily life of a family in Haiti and New York?

Procedure:
- T. In what time of year did this story take place (summer)? How can you tell?
- T. If it were winter, what do you think Ti Jacques would do during a typical day? What would an average Haitian child do? (Go to school)
- T. Let's make a schedule for an average day in Haiti (write the schedule on the board).
- T. At what time might you get up in Haiti? What kind of bed would you have slept on? (probably a mat) What do you do then? (Wash, eat breakfast, go to school.) At what time would you eat lunch? (noon) Would it be a big or small meal? (big) At lunch time could you go shopping?(No, businesses are closed at lunchtime for two hours.)
When children go home what do they do? (Homework, play when work is done, play soccer.)
At dinnertime would a large or small meal be eaten? (Smaller than lunch) What clothes might be worn on this day? (light clothes because it's warm)
- Let's look at a winter day a child in New York might have.
- T. At what time would you wake up?
- T. What would you do then? (Wash, eat breakfast, go to school)
- T. At what time would you eat lunch? (noon)
Would it be a big or small meal? (small)
- T. When you go home after school what might you do? (homework, play, possibly in snow)
- T. If you went grocery shopping with your mother after school, what kind of store would you go to? (probably a supermarket)
- T. In what kind of house might you live in New York? (private house, two family, tall apartment house)
Would you live in a tall building in Haiti?
- T. What similarities and differences did we see between life in Haiti and New York?

- Summarize and review by having the children pantomime scenes in Haiti and New York. Others guess in which place they would be performing the activity.

Homework: Write your schedule for the day of this lesson. Start with the time you woke up and list your activities for the day until bedtime.

Follow-up Activities:
Make a picture scrap book of a typical day in New York or Haiti illustrating each activity.

PRE- AND POST TEST FOR LESSON TWENTY-SEVEN

Directions: Write in the space provided whether the activity will take place in Haiti or in New York.

1. Children watch television on Saturday morning. _____
2. Most boys play soccer. _____
3. Children sleep on a mat inside a hut. _____
4. Most people eat the biggest meal at noon. _____
5. Most people eat their largest meal in the evening. _____
6. Children never play in the snow. _____
7. Businesses close for two hours. _____
8. People shop in large supermarkets. _____
9. Many people live in tall apartment buildings. _____
10. People wear summer clothes all year. _____

Lesson Twenty-Eight

Objectives:
- Students will be able to place foods in the proper categories on a Haitian and an American Menu.
- Students will be able to name dishes eaten on special occasions (weddings, holidays, banquet dinners, birthdays, eating in fancy restaurants, etc).
- Students will be able to compare typical American holiday dishes with typical Haitian holiday dishes.
- Students will be able to score 80% or higher on the post test.

Pre- and Post test:
Administer the test for Lesson Twenty-Eight which appears on a separate page.

Materials:
menu (to be rexographed), blank menus (to be rexographed), candy canes (peppermint) or Chocolate Santa Claus.

Vocabulary:
- similarity - likeness, resemblance.
- stuffing (for turkey) - seasoned bread crumbs, vegetables, etc., used to stuff a turkey, chicken, etc., before cooking.
- egg nog - drink made of eggs beaten up with milk and sugar, often containing whiskey, brandy or wine.
- spice - seasoning, something that adds flavor.
- oregano - a mint plant that is used as a seasoning and a source of aromatic oil.
- saffron - an orange-yellow coloring matter obtained from a kind of crocus (a flower). Saffron is used to color and flavor candy, drinks, etc.
- nutmeg - a hard spicy seed about as big as a marble, obtained from the fruit of a tree growing in the East Indies. The seed is grated and is used for flavoring food.
- menu - list of the food served at a meal.
- hors d'oeuvres - appetizers.
- entree - the main dish or part of the meal.
- beverage - drink. Milk, tea, coffee, wine and beer are beverages.
- shrimp cocktail - a shellfish served in a small glass with a highly seasoned sauce.
- artichoke - a plant whose flowering head is cooked and eaten. Artichoke hearts are the center of this flower.
- consommé - a clear soup made by boiling meat in water.
- Waldorf Salad - A salad made of tossed greens, apples, nuts with a mayonnaise dressing.

- paté - finely ground cooked meat, usually the liver of some form of poultry, served as an appetizer.
- appetizer - something that arouses the appetite or gives relish to food. Pickles and olives are appetizers.
- lamb - a baby sheep, the meat from the baby sheep.
- ham - salted and smoked meat from the upper part of a hog's (pig's) hind (back) leg.
- turkey - a large American bird, the meat from this bird.
- roast beef - a meat from a steer, cow, or bull that is roasted and used for food.
- bread pudding - a soft cooked food, usually sweet, made of bread.
- mousse - a fancy food made with whipped cream, either frozen or stiffened with gelatin: chocolate mousse, tomato mousse.
- pie - fruit, meat, etc., enclosed in pastry and baked, such as an apple pie, a chicken pie.
- cake - a baked mixture of flour, sugar, eggs and other things.
- hot cross buns - hot biscuits that have icing on them in the shape of an X.
- Easter bread - a sweet bread.

Motivation: Distribute to each child a typical Christmas candy, such as a peppermint cane or chocolate covered Santa Claus.
T. This is eaten in New York during Christmas.
What treat is typical in Haiti for Christmas? Discuss.

Aim: What special foods can we eat in a restaurant in Haiti and in the United States?

Procedure:
- T. What is a typical Haitian meal that would be eaten on Christmas Eve? Discuss similarities and differences between this meal and one eaten on Christmas Eve in the United States.
  Haiti: Jiromon soup, rice and beans, fried chicken, fried plaintains, wine.
  United States: Turkey, stuffing, ham, vegetables, sweet potatoes, goose, egg nog, fruit cake, soda.
- T. How does your mother prepare the meal for Christmas Eve? What foods does she cook, bake, etc. What spices does she use? Elicit such spices as salt, pepper, oregano, saffron, vanilla, nutmeg, etc.
- T. How does your mother's cooking differ from what you get in a restaurant? Show a copy of a menu which appears on a separate page.
- T. This is a copy of a menu.
  T. When we go to a restaurant, we usually eat special foods which appear on a menu. Elicit the names of the different parts of a meal - hors d'oeuvres, appetizers, entree, salad, vegetable, dessert.

- Distribute copies of two blank menus and elicit special dishes (served on a holiday) which might be served in a restaurant.

Haiti		United States	
Appetizers:	none	Appetizers:	Shrimp cocktail, artichoke hearts, grapefruit, tomato juice, paté
Soup:	Jiromon, consommé	Soup:	consommé, onion
Salad:	lettuce/tomatoes	Salad:	tossed salad, Waldorf salad spinach salad
Vegetables:	rice and beans plantains sweet potatoes, corn meal - maïs bettrave (rhubarb)	Vegetables:	sweet potatoes, carrots, spinach, green beans, baked potatoes, French Fries
Entree:	steamed red snapper, conch, tasso (fried goat, griot	Entree:	ham, turkey, roast beef, lamb
Dessert:	none	Dessert:	bread pudding, mousse, ice cream, pie, cake
Beverage:	orange juice, grapefruit juice, cola, milk shake, (lait malté)	Beverage:	coffee, tea, milk, soda

- Summarize and review by acting out a restaurant scene. Have one student play the waiter and others play the diners. Have the students order the meal. Discuss how a table is set for a special dinner (place setting, center piece, place cards, etc.)

Homework: Write out and bring in a recipe that your mother prepares on a special occasion. Bring in a menu from a restaurant.

Follow-up Activities:

1. Take a trip to a Haitian or American restaurant.
2. Exchange recipes.
3. Have a tasting party at which typical Haitian and American foods are served.

4. Cut out pictures of food. Make a collage.
5. Learn the song "Parsley, Sage, Rosemary and Thyme".
6. Make a flower box to grow herbs and spices in the classroom.

Answer Key for pre- and post test:

1. soup
2. entree
3. entree
4. vegetables
5. beverage
6. entree
7. vegetable
8. soup
9. dessert
10. beverage

PRE- AND POST TEST FOR LESSON TWENTY-EIGHT

Directions: Place the correct course next to the food listed. Choose your answers from these words.

Appetizer Soup Salad Vegetables

Entree Dessert Beverages

1. consommé _____

2. Steamed Red Snapper _____

3. roast lamb _____

4. rice and beans _____

5. coffee _____

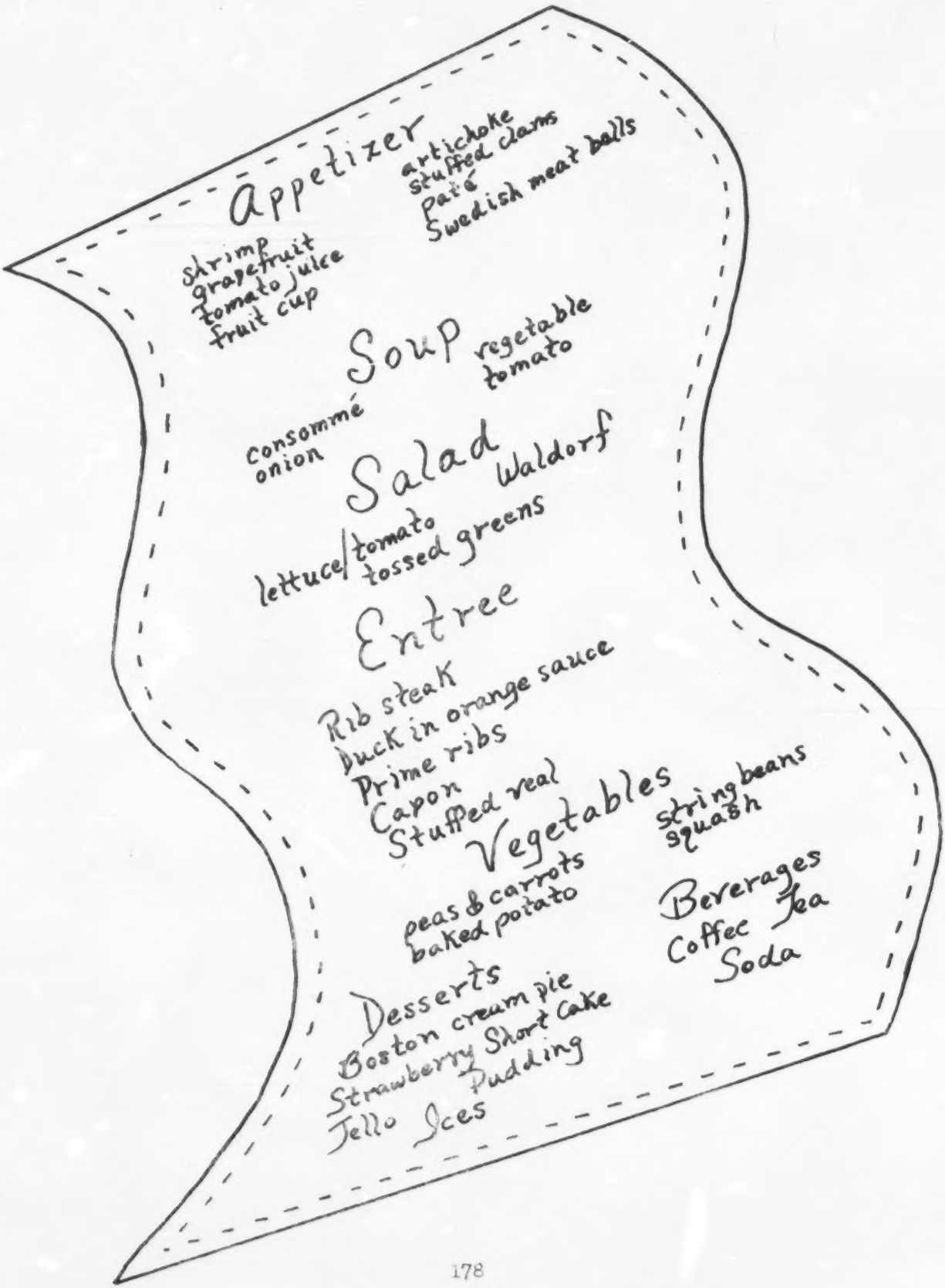
6. bacoulou _____

7. spinach _____

8. jiromon soup _____

9. mousse _____

10. lait malté _____


Appetizer
shrimp
grapefruit
tomato juice
fruit cup
artichoke
stuffed clams
paté
Swedish meat balls
Soup
consommé
onion
vegetable
tomato
Salad
lettuce/tomato
tossed greens
Waldorf
Entree
Rib steak
Duck in orange sauce
Prime ribs
Capon
Stuffed veal
Vegetables
peas & carrots
baked potato
string beans
squash
Beverages
Coffee Tea
Soda
Desserts
Boston cream pie
Strawberry Short Cake
Jello Ices
Pudding

MENU

HAITI	UNITED STATES
APPETIZERS	APPETIZERS
SOUPS	SOUPS
SALADS	SALADS
VEGETABLES	VEGETABLES
ENTREES	ENTREES
DESSERTS	DESSERTS
BEVERAGES	BEVERAGES

Lesson Twenty-Nine A

Objectives:
- Students will be able to discuss the way Christmas is celebrated in Haiti and the United States.
- Students will be able to discuss the similarities and differences in the celebration of Christmas in Haiti and United States.
- Students will be able to make Christmas decorations representative of both countries.

Pre- and Post Test:

Note to teacher: The nature of this lesson is such that a pre- and post test will not be included. This lesson should be taught before the Christmas holiday.

Materials: Drawing paper, crayons and see separate page in the lesson of important dates during the Celebration of Christmas in Haiti and United States (to be rexographed).

Vocabulary:
- illustrate - provide with pictures, diagrams, maps, etc.
- celebrate - observe (a special time or day) with the proper ceremonies or festivals.
- celebration - act of celebrating.
- lantern - a transparent box for enclosing (surrounding) a light and protecting it from the wind.
- cardboard - a thin, stiff pasteboard (kind of paper) used for signs, boxes, etc.
- design - a drawing, plan, or sketch made to serve as a pattern from which to work.
- cellophane - a transparent substance made from cellulose used as a wrapping to keep food, candy, tobacco, etc., fresh and clean.
- paste - to stick with a mixture, such as flour and water boiled together that will stick paper together.
- candle - stick of wax or tallow, with a wick in it, burned to give light.
- illuminate - give light.
- midnight - twelve o'clock at night.
- mass - religious ceremony.
- traditional - according to tradition, customary.
- bullion - a clear soup.
- distribute - give (some of) to each; divide and give out in shares.
- purchased - bought; got by paying a price.
- Santa Claus/Père Noël - Saint Nicholas, the Saint of Christmas giving. According to modern conception, A Jolly Old Man With A White Beard dressed in the fur trimmed suit.

- liquor - an alcoholic drink, especially brandy, gin, rum, or whiskey.
- god parent - godfather or godmother.
- exchange - give.
- attend - be present at.
- bead - a small ball or bit of glass, metal, etc., with a hole through it, so that it can be strung on a thread with others like it.
- ornament - something pretty; something to add beauty.
- decorate - make beautiful; adorn. We decorated the Christmas tree with shining balls.
- wrap - cover by winding or folding something around.
- egg nog - drink made of eggs beaten up with milk and sugar, often containing whiskey, brandy or wine.
- approach - come near or nearer (in space, time, character, condition, or amount): winter is approaching.
- sled - a wooden framework mounted on runners for use on snow or ice.
- reindeer - kind of large deer with branching horns, living in northern regions (it is used to pull sleighs and also for meat).
- via - by way of; by a route that passes through: He is going from New York to California <u>via</u> the Panama Canal.
- chimney - an upright structure to make a draft and carry away smoke.
- mince meat - chopped meat, apples, suet, raisins, currants, spices, etc., used as a filling for pies.
- cider - juice pressed out of apples, used as a drink and in making vinegar.
- cranberry sauce - a firm dark red berry that is used to make a jelly or sauce.
- chestnuts - sweet edible nuts of the chestnut tree.
- peppermint - herb grown for its oil, used in medicine and in candy.
- marshmallow - a soft, white, spongy candy covered with powdered sugar.
- cane - a stick to help a person in walking; walking stick.
- cooky - a small, flat, sweet cake.
- descend - go or come down from a higher place to a lower place.
- Times Square - the area of Manhattan boardered by 42nd Street, Broadway and Seventh Avenue.
- Allied Chemical Tower - a building in the Times Square area of Manhattan.
- noise makers - thing that makes too much noise.
- champagne - a sparkling, bubbling wine.
- diarama - a three-dimensional representation of a scene.

Motivation: Have students draw two pictures - one illustrating Christmas in the United States and the other illustrating Christmas in Haiti.

Aim: How is Christmas celebrated in Haiti and in the United States?

Procedure: - Display the student's pictures. Use the students reactions to the pictures to begin a discussion on the celebration of Christmas in Haiti and the United States. Elicit how Christmas is celebrated in each country. Include the following facts:

CHRISTMAS CELEBRATION IN HAITI

Pre-Christmas Eve

Children prepare lanterns out of cardboard. They cut designs out of colored cellophane which are pasted on the lanterns. Candles are placed inside the lanterns to illuminate them. They are placed in the windows on Christmas.

December 24 - Daytime

A huge dinner is prepared during the day. It is stored away to be eaten at midnight after the family returns from midnight mass (messe de minuit). The dinner usually consists of a combination of the following traditional foods:

Soup: a) bullion of meat, plaintains, sweet potatoe, etc.
b) Jiromon Soup (pumpkin soup)

Dishes: a) rice and beans b) fried chicken
c) fried pork d) fried plaintains

Drinks: a) soda b) wine c) Rhum Barbancourt

Christmas Eve (December 24) to Morning of Christmas Day (December 25)

Presents are distributed after dinner. Some families take their children shopping in the early morning hours to buy presents. Other families have already purchased presents and have given them to the children. Small children

who are asleep at this time will awake to find their presents (left for them by Père Noël) on their pillows. No one sleeps this night. People visit their friends to wish them a happy holiday. Each family has food prepared to serve to friends who visit. Fire crackers are set off to celebrate the holiday.

New Year's Eve (December 31)

Adults go to parties at which there is always dancing. During the night they visit friends and relatives. Very little liquor is drunk this night. The beverage served most often is coffee. Party-goers return home as late as 6:00 a.m. or 7:00 a.m.

New Year's Day (January 1)

This is Haiti's Independence Day. Haitian's go to church and then visit their godparents. Gifts of money or candy are exchanged. The visits between family members last for several days.

Jour Du Roi (January 6)

People attend church services in the morning. Everyone wears his best clothes. A big family dinner is served after mass. A traditional dessert served on this day is a cake that has beads within the dough. The person who finds a pink bead in a piece of cake is said to be the queen. The person who finds a blue bead is said to be the king.

CHRISTMAS CELEBRATION IN THE UNITED STATES

Pre-Christmas Eve

Families shop for Christmas trees and ornaments for the trees. Presents are bought and wrapped. Cards are sent to friends and family.

Christmas Eve (December 24)

Christmas trees are decorated by families who invite friends to help them. A traditional drink at this time is eggnog. Presents (which are wrapped) are placed under the decorated tree. As 12:00 p.m. approaches people go to church to attend midnight mass.

Christmas Day (December 25)

Children awake early in the morning to find the presents that Santa Claus has left under the tree. Santa is said to have traveled to the house by means of a sled drawn by reindeers, and to have entered the house via the chimney. During the afternoon a large dinner is served to family and friends. Traditional foods include: turkey, ham, mincemeat, pie, eggnog, cider, cranberry sauce, sweet potatos, chestnuts, fruit cake. Traditional candies include: peppermint candy canes, chocolate Santas, marshmallow Santas, Christmas cookies.

New Year's Eve

Some adults go to parties that last way into the morning hours. Both adults who stay home and those who go to parties turn on the television set at about midnight to watch the ball descend from the top of the Allied Chemical Tower in Times Square. Guy Lombardo is famous for his New Year's Eve Party program on television. At 12:00 midnight everyone sings Auld Lang Syne and wishes their friends and loved ones Happy New Year.

- Summarize and review by distributing the rexographed sheet on "Important Dates During The Celebration of Christmas". For each date have the children indicate the activities that take place in Haiti and the United States. (Note that if an "X" appears through the box there is no appropriate activity to fill in).

Homework: Make a diarama of a Christmas scene in Haiti or in the United States.

Follow-Up Activities:

1. Make the Haitian lanterns described in the lesson.
2. Make typical American Christmas tree decorations.
3. Have a class Christmas party.
4. Make a list of New Year's resolutions.
5. Take a trip to Rockefeller Center to see the Christmas tree.
6. Teach Shalom Chaverim (words included on next page)
7. Sing Christmas carols.

SHALOM CHAVERIM

I. Shalom chaverim, shalom chaverim
Shalom, shalom
Le hit ra ot, Le hit ra ot
Shalom, shalom

II. Glad tidings we bring of peace on earth,
Good will towards men
Of peace on earth, of peace on earth,
Good will towards men.

III. Saludos traemos de paz para todos
Esperanzas para hombre
Esperanzas para hombre, esperanzas para hombre
De paz para todos.

IV. Joyeaux souhaits de paix sur terre
Joyeaux souhaits
Joyeaux souhaits, joyeaux souhaits
De paix sur terre.

IMPORTANT DATES DURING THE CELEBRATION OF CHRISTMAS

Haiti	United States
Pre Christmas Eve	Pre Christmas Eve
December 24 - Day Time	
Christmas Eve (December 24) to Morning of Christmas Day (Dec.25)	Christmas Eve - December 24
	Christmas Day (December 25)
New Year's Eve (December 31)	New Year's Eve (December 31)
New Year's Day (January 1)	
Jour Du Roi (January 6)	

Lesson Twenty-Nine B

Objectives:
- Students will be able to relate origins of present flag of Haiti.
- Students will be able to describe the Haitian flag as exists today.
- Students will be able to state the significance of the present day Haitian flag.
- Students will be able to tell when and how Flag day is celebrated.
- Students will be able to describe the flag of the United States.
- Students will be able to score 80% or higher on a post test.

Pre- and Post Test:
Administer the test for Lesson Twenty-Nine B which appears on a separate page.

Materials: Haitian flag, United States flag, tape of Flag Song (La Dessaliniene), Pledge of Allegance to Haitian flag and United States flag, Haitian flag and United States flag. Picture of Haitian/United States flags (to be rexographed).

Vocabulary:
- flag - piece of cloth with a color or pattern that stands for some country, city, party, club, etc., on which gives some information or signal.
- emblem - object or representation that stands for an invisible quality, idea, etc., by some connection of thought; sign of an idea, symbol.
- motto - a brief sentence adopted as a rule of conduct: For example: "Think before you speak" is a good motto.
- mighty - showing strength or power; powerful or strong.
- union - a uniting or being united - For example: The United States was formed by the union of thirteen states.
- liberty - freedom, right or power to do as one pleases; power or opportunity to do something.
- cannon - big mounted gun or guns.
- force - strength, power.
- might - great power; strength.
- parade - march for display, procession.
- concert - a musical performance in which several musicians or singers take part.
- display - show; expose to view.
- palm tree - any or many kinds of trees growing in warm climates. Most palms are tall and have a bunch of large leaves at the top.
- symbol - something that stands for or represents something else.

Motivation: Display a Haitian flag. Elicit the colors, the picture that makes up the emblem, the motto ("L'union fiat la force" - "Mighty through Union").

Aim: What does the Haitian flag symbolize?

Procedure:
- T. (referring to the Haitian flag)
  What do the colors of the flag stand for? (black - black people, red - mul ttoes) Although white is seen on the flag it is not considered a dominant color.
  What does the palm tree stand for? (Liberty)
  What do the flags stand for? (Haitian Independence)
  What do the cannons stand for? (might or force)
- T. The flag of Haiti is also a symbol of liberty.
- What is the symbol of liberty in the United States? (Statue of Liberty)
  Does the United States have a flag? (yes)
  Display the flag of the United States.
  What does the red, white, blue stand for?
- Play Flag Song (La Dessaliniene).
  T. What did the first Haitian flag look like? (It was half blue, half red with a white square in the middle. The white square had a palm tree in the middle with two cannons and two drums at the base.)
- T. Why was the flag changed? (Henri Chrostophe took out the white square. This stood for the expulsion of the French (i.e. caucasian) people from Haiti).
  What does the flag of Haiti look like now? (Papa Doc changed the flag to its present form: red and black with a palm tree in the center. The red stands for the blood shed in fighting the French while the black stands for the black people of Haiti).
- T. Why do all nations have flags?
  The flag is a symbol of the nation, its values and its history.
- T. Why would there be a holiday to celebrate the flag? (To show pride in your country's history).
- T. When is Flag Day in Haiti? (May 18) How do Haitians celebrate Flag Day in Haiti?
  Elicit:
  1. Attendance at Morning Mass to give thanks for independence)
  2. Parade in the afternoon (during which the children dance)
  3. Evening concert in the park.
  4. Flags are displayed outside of all houses by law.
- Summarize and review by having the children learn to recite the Haitian and American pledges of allegiance to their flags.

a) Oath of Allegiance To The Haitian Flag.

I swear before God and before the Nation to be its uncompromising and fierce guardian. Let it wave in the azure, from now on, to remind all the Haitians of the prowesses of our sublime martyrs of La Crête à Pierrot, of la Butte Charrier and of Vertière, who made themselves immortal going through gun fire and rains of bullets, to forge for our sake a country where the Haitian Negro can really feel sovereign and free.

b) Oath of Allegiance To The American Flag.

I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible with liberty and justice for all.

Homework: Children will color rexographed sheets of the flags of Haiti and the United States with the appropriate colors.

Follow-up Activities:

1. Compare national anthems of Haiti and United States.
2. Take a trip to United Nations to see flags displayed.
3. Take a trip to Statue of Liberty.
4. Find out about the history of the American flag.
5. Make a bulletin board display of the flags of different nations.

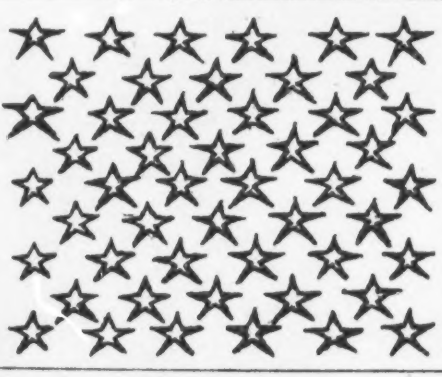
Answer key for Pre- and Post Test:

1. G
2. D
3. A
4. J
5. C
6. H
7. E
8. I
9. B
10. F

PRE- AND POST TEST FOR LESSON TWENTY-NINE B

Directions: Match the items in column A with those in column B. Write the correct letter from column B in column A.

	A	B
_____	1. May 18	A. La Dessaliniene
_____	2. L'union fiat la force	B. Colors of United States Flag.
_____	3. Flag Song	C. removed white squares from Haitian flag.
_____	4. Statue of Liberty	D. Motto on Haitian flag.
_____	5. Henri Christophe	E. Evening concert in the park.
_____	6. Palm trees	F. Colors of Haitian flag.
_____	7. One activity on Haitian Flag Day	G. Flag Day celebration in Haiti.
_____	8. Cannons	H. Symbol of liberty on Haitian flag.
_____	9. Red, white, blue	I. Symbol of might on Haitian flag.
_____	10. Red, black	J. United States symbol of liberty.



Lesson Thirty

Objectives:
- Students will be able to identify the types of houses in Haiti.
- Students will be able to discuss differences in housing between the rich and poor, the urban and rural parts of Haiti.
- Students will be able to explain the differences in sanitation in Haitian homes.
- Students will be able to compare New York housing to Haitian housing.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test:

Administer the test for Lesson Thirty which appears on a separate page. Administer test using these slides:

I. 1. hut
2. house of rich person
3. apartment house in New York
4. one family in New York
5. two family house

II. Show slides, children will indicate information on chart.

Materials:
1. Transparencies of exterior and interior of Haitian hut, overhead projector;
2. House in city(one or two story brick house),
3. Elite house in suburbs,
4. Apartment house in New York,
5. One family house in New York,
6. City house - two family house in New York.
Slides and slide projector.

Vocabulary:
- hut - small roughly made house.
- straw - stalks or stems of grain which have been dryed.
- thatch - straw used to make roofs.
- protection - act of keeping from harm.
- middle class - people between very rich and poor.
- brick - block of clay baked by sun, and used for building.
- suburbs - district where people live which lies outside a city.
- air-conditioned - control of temperature to make them cool when it is hot outside.
- apartment house - building containing many housing units.
- sanitary facilities - aids which help in maintaining health.
- occupant - person who lives in a certain place.

Motivation: Show a transparency of exterior of Haitian hut.
T. Have you ever seen a house like this?
Would you see it in New York? (no) Where? (Haiti)
Who would live in this house?
Elicit that this usually is a rural house though poor people in the city often live in this type of house. Most people who live in the country live in this kind of house because they're poor.

Aim: What kinds of houses are there in Haiti and how do they compare to the houses in New York?

Procedure: Show transparency of a hut.

- T. We call this type of house a hut, because it is small and roughly made.
- T. What do you think this hut is made of? (Elicit roughly cut boards, with a roof of straw and palm leaves (thatched), and a floor of pack earth).

Show transparency of interior of hut.

- T. How many rooms do you see? (one)
- T. Do you see a kitchen? (no)
- T. Where do you think the cooking might be done? (Outside Barbecue style)
- T. Why do you think this is done?
  1. too hot to cook inside.
  2. no running water.
- T. Could you live in a house like this in New York? (no, weather is too extreme)
- T. Why can you live in it in Haiti?
  (Weather is milder, house does afford protection from rain)
- T. Look inside again. Where do the people sleep? What do they sleep on? (Mats of straw which usually rest on the floor)
- T. Do you think all people in Haiti live in houses like this?(No) Who would live in a more expensive home? (Middle class people who have more money).

Show transparency of brick house in city.

- T. Many people in Haiti live in this type of house? These are middle class people.
- T. What is this house made of?(brick).
- T. How many rooms would there be? (Depending on money, may have one room or more).
- T. In this house there would usually be a bathroom inside. Cooking is still often done outside - Why? (too hot to cook indoors)

Show transparency of elite house in suburbs.

- T. Who would live here? (rich person)
- T. These houses are found in the hills around Port-au-Prince.

- T. How many rooms do you think this house has?(many)
- T. Would there be a bathroom and kitchen inside? (Yes) Why is the kitchen inside? (It's air-conditioned) Show transparencies of New York houses and have children describe them.
  Two family house
  Apartment buildings
  One family house
- T. What rooms would be in each apartment or house?(at least kitchen, bedrooms, livingroom, bathroom - indoors)
- T. Why must these houses be stronger than those in Haiti? (weather) Why are the kitchen and bathroom indoors? (there is always running water)
- Summarize and review by having the students construct different types of houses out of cardboard or make diaramas of them. Explain what the houses are like, and who might live in them.

Homework: Write a paragraph on how life would be different living in a thatched hut in Haiti and an apartment house in New York.

Follow-up Activities:

1. Make a scrapbook of different types of houses in Haiti and New York City.
2. Make drawings of different houses.
3. Report on sanitation in New York City.
4. Compare housing around the world.
5. Take walk in neighborhood to compare houses.

Answer key for Pre- and Post Test:

Type of House	Social class of occupant/ location of house	Description of Interior
1. hut	Haiti/poor/rural person	one room, no sanitary facilities
2. rich person's house	member of elite/Haitian suburbs	many rooms, bath-room, kitchen, air-conditioning,
3. Apartment house	middle class/New York	several rooms, bathroom, kitchen
4. One family house	middle class/New York	many rooms, bathroom, kitchen
5. Two family house	middle class/New York Brooklyn	two apartments, many rooms, kitchen bathroom.

PRE- AND POST TEST FOR LESSON THIRTY

Directions: For each slide you see indicate:

Type of House	Social class of occupant/New York City or Haiti	description of inside a) sanitary facilities b) number and types of rooms c) cooking facilities
1.		
2.		
3.		
4.		
5.		

Lesson Thirty-One

Objectives:
- Students will be able to list the responsibilities of each Haitian family member.
- Students will be able to describe how Haitian families work together in their community.
- Students will be able to score 80% or higher on the post test.

Pre- and Post test:
Administer the test for Lesson Thirty-One which appears on a separate page.

Materials:
During the class discussion (see procedure) show pictures of people who live and work in rural areas in Haiti (optional).

Vocabulary:
- imagine - form a picture of in the mind.
- pretend - make believe.
- responsibility - having an obligation or duty.
- role - a part played in real life.
- situation - circumstances, condition or case in which something happens.
- depend - rely, trust.
- function - what one does.
- peddling - carrying from place to place and selling.
- to and fro - back and forth.
- perform (as in job) - carry out.
- gardening - taking care of ground used for growing vegetables, flowers or fruits.
- decision - making up one's mind.
- chore - small job.
- in charge - head of.
- family unit - members of a family.
- typical - being of a certain kind or class.
- household - all the people living in a house.
- to care - to look after.
- errands - what one is sent to do.
- relate - tell, give an account of.
- community - a group of people living in any district or town.
- loyalty - true and faithful behavior.
- neighbor - someone who lives in the next house or near by.

Motivation: Note to the teacher: An imagination trip or a guided imaginary experience is a learning experience or activity whereby the student is directed to project certain specific images in his mind. It is a useful tool for helping the student to become more aware of his/her thoughts and feelings and for helping him/her relate these thoughts to his/her classmates. In this lesson we are attempting such a learning activity.

T. Today we are going to go on an "imagination trip" but before we start, I'd like you to think, for a while, about the jobs you do, or the responsibilities you have around the house. Make a list of each thing that you do to help your family.
T. (After a pause speak slowly in a soft voice) Now, I'd like you to close your eyes and relax. Imagine/pretend/make believe, that you live in Haiti and that you are the mother or father of your own family. Think about that for a while. You are in charge of the house and you have your own children to care for. Picture how many children you would have. (Pause) Picture what they would look like. (Pause) Try to picture in your mind what you would look like (pause), what your house would look like (pause) and what you would have to do, starting from the early morning and ending in the evening (pause). When you have a good picture in your mind of what your life might be like, open your eyes, and share with your neighbor what you were thinking about. (Allow a few minutes for students to relate their thoughts.)
T. Many times we do not take time to think about what each of us must do to help our families, or, the responsibilities that our other family members have. Now let us see if we can identify what each member of a typical Haitian family does. Have several students relate their imagination trips and discuss.

Aim: What is the role of each family member in a typical Haitian family?

Procedure: - T. Do you remember the story of Ti Jacques and his family? There was the mother, the father, Gro-Jacques, and his sister Sabine. They lived in the country and each family member depended upon each other to perform certain jobs. Draw a stick figure of each family member. Under each drawing, list the jobs that the family member might perform . (Have one or two students attempt this at the board while the others are working at their seats. Be sure to include the following information:)

Mother:
1) buys food for family at the market.
2) cooks foods and prepares meals.
3) walks great distances to sell goods at market.
4) carries a basket on her head.
5) is responsible for all household chores.
6) does farming on small family plot of land to grow food for the family.
7) is responsible for caring for the children.

Father:
1) has final word on important family decisions.
2) makes things for the family and fixes things around the house.
3) works on farms for the family's food.

Children: - Boys:
1) help father do "man's work."
2) goes to market to peddle goods.
3) runs errands for mother and father.

Girls:
1) help mother with "women's work" (cooking washing clothes, cleaning).
2) help in garden.

- T. How do Haitian families work together in their community? (This was discussed in a previous lesson). Elicit the following: Family ties and community loyalties are very strong. Neighbors usually join together in combites or work groups to farm the land and to harvest the fields. Neighbors work and sing together to make the day more pleasant.
- Summarize and review by having the students describe in writing a typical Haitian family of their choice. (They may put in writing, the thoughts and images they experienced during the guided imagination).

Homework: Compare and contrast your life here in New York with the way Haitian family life was described in class. Be sure to include in your answer:

1. How many people are in your family unit?
2. What jobs and responsibilities do you have that a Haitian student does not have?
3. Which do you prefer, country life or city life?
4. The role of you and your family in the community in which you live.

Follow-up Activities:

1. Prepare a picture album of your family. Label each family member and the activities taking place in the picture.
2. Keep a daily dairy.
3. Describe a family trip; for example: a car ride, vacation, trip, bus ride, etc.
4. Describe a family vacation: such as a camping trip or visiting relatives in another part of the country.
5. Tell the class about a family gathering, such as a wedding, birthday party, family dinner, holiday meal, etc.

Answer key for Pre- and Post Test:

1. K, I, F, E, B, A

2. D, G, A

3. C, H

4. I, E, F

PRE- AND POST TEST FOR LESSON THIRTY-ONE

Directions: These are members of a family who live in the countryside of Haiti. Match each family member with the job he might perform. (Each family member may perform more than one job.) Place the letter of the job next to the person who would perform it.

_____ 1. Mother, Marie

_____ 2. Father, Gro-Jacques

_____ 3. Son - Ti Jacques

_____ 4. Daughter - Sabine

A) farming (working on the fields)

B) caring for the children

C) peddling goods in the market

D) making things for the house

E) cooking

F) laundry

G) final word on family decisions

H) run errands

I) help with "women's work"

J) preparing meals

K) carrying baskets on heads

Lesson Thirty-Two

Objectives:
- Students will be able to describe typical Haitian foods.
- Students will be able to explain the difference between Haitian and American eating habits.
- Students will be able to score 80% or higher on a post-test.

Pre- and Post Test:
Administer the test for Lesson Thirty-Two which appears on a separate page.

Materials:
real and/or plastic fruits and vegetables typical of United States such as apples, bananas, etc., and those typical of Haiti - plantains, casava, mango, bread fruit, etc.

Vocabulary:
- ethnic group - a particular race of people.
- pretzels - hard biscuit in the form of a knot. Salted on the outside.
- griot - Haitian dish - fried pork.
- tablet - Haitian candy made of peanut butter and honey.
- convenience foods - foods which are prepared and frozen or dried in advance for ease.
- protein - substance which contains nitrogen which is a necessary part of cells of animals and plants. Meat, milk, cheese, beans contain protein.
- snack - light meal.
- poultry - birds which are eaten: chicken, turkey, geese, ducks.
- frozen - hardened with cold.
- recipe - directions for preparing something to eat.
- typical - representative, example, type, enough like all those of its kind to stand for all the rest.
- habit - custom, practice.

Motivation:
Teacher shows the fruits/vegetables and asks where each comes from. Which fruits/vegetables are eaten and grown in Haiti/United States?

Aim:
How do the everyday foods of Haiti compare with those of the United States?

Procedure:
- T. Which foods can only be eaten in the United States? Can one eat apples in Haiti? What are some other foods you can eat in the United States, and cannot find in Haiti? (Elicit such foods as American fruits, sandwiches, frankfurters, etc.).

- T. What kinds of foods are eaten in Haiti, but not usually eaten by most Americans in the United States? (beef patties, griot, rice and peas) Explain that Haitians living in the United States generally eat the foods that they ate in Haiti.
- T. Let's look at a typical day and see the difference between American and Haitian food habits. Let's see what a child in New York - Susan would eat and what a child in Port-au-Prince - Sabine would eat. (Make schedule on board eliciting such foods as those listed).

Susan - New York		Sabine - Haiti	
7:00 a.m.	Breakfast: juice, eggs, bacon, toast, milk, pancakes, ham	7:00 a.m.	Breakfast: hot chocolate, bread, cheese, ovaltine
12:00 p.m.	Lunch: sandwich of tuna, cheese or meat, cookies, fruit, pretzels, hamburgers and french fries	12:00 p.m.	Dinner: rice and peas, corn, plantains, griot, beef patties, fruit, cake
3:00 p.m.	Snack: milk, cookies, ice cream	4:00 p.m.	Snack: sugar cane, fruit, bread with peanut butter, tablet
6:00 p.m.	Dinner: fish, meat, chicken, potatoes, vegetables, bread, cake, pudding	6:00 p.m.	Supper: oatmeal, farina, cornmeal, bread
9:00 p.m.	Snack: milk and cookies		

Compare the completed schedules and have the students explain the difference between Susan's and Sabina's eating habits. For example, at 12:00 noon Americans eat lunch and Haitians eat their main meal, which is dinner.

- After chart is elicited discuss the following:
  1. Haiti vs United States - Almost only fresh foods are used in Haiti. Frozen and other convenience foods are used in the United States.
  2. Snacks are rare in Haiti. People often eat between meals in United States.
  3. Rice and peas and rice and beans provide protein. In United States most protein comes from meat, poultry and cheese.

- Summarize and review by dividing the class into two groups, one makes a typical everyday Haitian menu, the other makes a typical everyday American menu. Exchange menus to see if you would enjoy eating the meal and whether you have ever eaten the foods listed.

Homework:

1. List every food you ate today. Can these be eaten only in the United States or both Haiti and the United States?
2. List American foods that can be eaten in Haiti.

Follow-up Activities:

1. Make a Haitian recipe book and an American recipe book.
2. List foods of other ethnic groups.
3. Make a collage of your favorite foods.
4. Cook some foods typical of Haiti and typical of the United States.

Answer Key for Pre- and Post Test:

1. Haiti
2. American
3. United States
4. true
5. sometimes
6. rarely
7. American
8. frozen
9. true
10. true

PRE- AND POST TEST FOR LESSON THIRTY-TWO

Directions: True or False. If the answer is false, correct the underlined word to make the sentence true.

_____ 1. A common meal eaten in the United States is rice and peas.

_____ 2. An apple is a popular Haitian fruit.

_____ 3. The main meal in Haiti is eaten at 6:00 p.m.

_____ 4. Eggs and pancakes are frequently eaten for breakfast in the United States.

_____ 5. Meat is never eaten for breakfast in the United States.

_____ 6. People in Haiti often eat snacks.

_____ 7. A typical Haitian meal is hamburgers and french fries.

_____ 8. Convenience foods are fresh vegetables and meats.

_____ 9. Griot is a dish of fried pork.

_____ 10. Sweets and candy are frequently eaten in the United States.

Lesson Thirty-Three

Objectives:
- Students will be able to plan a well-balanced diet leading to proper nutrition.
- Students will be able to explain the criteria for good health.
- Students will be able to identify the poor health conditions in Haiti.
- Students will be able to name the principal diseases in Haiti.
- Students will be able to describe the methods undertaken by the government to combat the problems of poor health.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test:
Administer the test for Lesson Thirty-Three which appears on a separate page.

Materials: filmstrip projector, filmstrip on nutrition, food group chart, realia (milk container, bread wrapper, egg cartons, etc.)

Vocabulary:
- nutrition - good food.
- food group - a number of different foods together.
- breakfast - the first meal of the day.
- lunch - a light meal between breakfast and dinner.
- dinner - the main meal of the day.
- well-balanced - rightly balanced.
- diet - the usual food for a person.
- health - being well or not sick.
- yogurt - a chemical change of whole and skimmed cows milk into a semi-solid.
- beef - meat from a steer, cow or bull, used for food.
- lamb - a baby sheep.
- fowl - any bird.
- meat - animal flesh that covers the body.
- fruit - product of a tree, bush, shrub or vine that is good to eat.
- vegetable - a plant grown for food.
- grain - the seed of plants like wheat, oats and corn.
- cereal - any grass producing grain which is used as a food. Wheat, rice, corn and barley.
- macaroni - flour paste dried in the form of long hollow tubes to be cooked for food.
- spaghetti - long slender sticks made of a mixture of flour and water, soft when cooked.
- provide - take care for the future.
- proper - correct; right; fitting.
- preventive medicine - substance, drug or [illegible] prevent from happening.

- clinic - a place connected with a medical school or hospital where poor people may receive treatment free.
- fresh - newly made, grown or gathered.
- adequate - sufficient; enough; as much as needed.
- shelter - something that covers or protects from weather, danger or attack.
- proportion - relation of two things in size.
- essential - necessary; very important.
- nutrients - nourishing, a food.
- vitamin - any of certain special substances necessary for proper nourishment.
- deficiency disease - a lack or absence of something in the body which will cause illness ex. pellagra.
- pellagra - disease associated with a diet deficient in niacin and protein.
- rickets - a disease of childhood, caused by improper feeding and lack of sunshine. It results in softening and sometimes bending of the bones.
- scurvy - a disease caused by a lack of vegetables and fruits.
- night blindness - reduced ability to see in faint light. (as at night)
- beri beri - a deficiency disease marked by a tendency to inflame or excite the nerve.
- result - that which happens because of something; what is caused.
- parasites - an animal or plant that lives on another.
- spread - stretch out, open out.
- intestinal - in the intestines, found below the stomach. Food enters the intestines after leaving the stomach for further digestion.
- disorder - lack of order; disorder and confusion.
- dysentery - a disease of the intestines.
- inadequate - not adequate, not enough.
- malnutrition - poorly nourished condition.
- growth - growing; development.
- possibility - being possible (that can be done).
- tuberculosis - a disease affecting various tissues of the body.
- protection - act of protecting; condition of being kept from harm.
- insect - a small creature with its body divided into three parts and with three pairs of legs.
- swamps - wet, soft land.
- drainage - drawing off water.
- control - command; have in one's power.
- mosquitos - a small slender insect.
- source - a place from which anything comes or is obtained.
- rural - in the country.

Motivation: Show a filmstrip on nutrition/ food group chart/ relia (see materials).
T. What are some of the foods that you see/saw? List them on the board.
T. Why is food important?
T. Which foods do you eat for breakfast/lunch/dinner? Elicit the foods that comprise a well-balanced diet. Include the following information:

There are four food groups:

1. Milk	2. Meat	3. Fruits and Vegetables	4. Grain
milk	beef	apples	cereal
cheese	lamb	pears	bread
yogurt	nuts	lettuce	macaroni
ice cream	fowl		spaghetti

Elicit examples of foods that fit in the group.

Aim: Why is it important to have a well-balanced diet?
What conditions are important for good health?

Procedure: - Refer to food chart from motivation and discuss the nutritional value of each food group and why it is important to have a well-balanced diet. Explain that each meal must have one food from each group in order to stay healthy. These foods in the proper proportions, provide you with the essential nutrients needed to keep your body working well.
T. What happens if you do not eat the foods you need from these groups? (become ill) Elicit:
When certain vitamins are lacking from the diet deficiency diseases occur. Include the following diseases, their causes and symptoms.

Disease	Caused by	Symptoms
Pellagra	Lack of Vitamin B1	dermatitis, central system disorders, gastro-intestinal disorders.
rickets	Lack of Vitamin D	Softened and malformed bones.
scurvy	Lack of Vitamin C	Skin sores, bad teeth and gums.
night blindness	Lack of Vitamin A	poor vision at night.
beri beri	Lack of Vitamin B2	skin mottling (brown spots)
poor blood clotting	Lack of Vitamin K	slow clotting of blood.

T. If you were in Haiti what would you eat for breakfast/lunch/dinner? (Elicit the foods listed in Lesson Thirty-Two) List the foods mentioned on the board. Check the food groups to see whether the foods mentioned comprise a well-balanced diet. If they do not, plan a well-balanced diet and substitute other Haitian foods that should be eaten to provide the proper nutrition.

- What else do you need to stay healthy besides food? Elicit:

  pure drinking water
  preventive medicine
  hospitals (clinics)
  rest
  exercise and fresh air
  adequate shelter

- Write the items listed below on the board and elicit the answer "easy" or "difficult" for each item.

Things Needed to Stay Healthy	Easy to Obtain in Rural Haiti	Difficult to obtain in Rural Haiti
Good sanitation		X
Pure drinking water		X
Preventive medicine		X
Hospitals (clinics)		X
Rest	X	
Exercise and fresh air	X	
Adequate shelter	X	
Good food	X	

T. What is the result of poor sanitation?
Elicit: 1. unclean water
2. parasites breed
3. parasites spread disease (intestinal worms)
T. What will happen if people use unclean drinking water?
Elicit: People get -
1. intestinal disorders
2. dysentery
3. parasites

T. What problem results from having few doctors, hospitals and clinics?
Elicit: There is little preventive medicine.
T. What is the result of eating inadequate meals?
Elicit: 1. malnutrition
2. poor growth
3. possibility of getting tuberculosis.

T. What are the results of inadequate shelter?
Elicit: 1. no protection from insects
2. no protection from bad weather.

- Summarize and review by referring to the chart above.
T. What has been done to improve the conditions in Haiti? (i.e. How have the services that are difficult to obtain in rural Haiti been made more easily available?)
Elicit: drainage of swamps
control of mosquitos
providing sources of clean water
providing clinics in rural areas (UNICEF, SNEM)
educating people to proper nutrition
building government housing (for example: Cité Magloire, Cité Duvalier)

Homework: Write down a menu for one day. At each meal make sure that one food from each of the four groups is served.

Follow-up Activities:

1. Make a chart showing pictures of the four food groups.
2. Measure your height/weight. Make a class chart.
3. Plan exercises to keep fit. Practice them in gym.
4. Visit the United Nations to find out about UNICEF.

Answer Key for Pre- and Post Test:

1. grain
2. food groups
3. rickets
4. vitamin K
5. deficiency
6. sanitation
7. drink unclean water
8. preventive medicine
9. meats
10. pellagra

PRE- AND POST TEST FOR LESSON THIRTY-THREE

Directions: Complete each sentence by filling in a correct response.

1. Cereal belongs to the food group of _____ _____.
2. Each meal should have one portion from each of the four _____.
3. A disease that is caused by lack of vitamin D and results in softened and malformed bones is called _____.
4. Poor blood clotting is caused by a lack of _____ _____.
5. Illnesses that are caused by a lack of one or more nutrients are called _____ diseases.
6. Parasites breed as a result of poor _____ _____.
7. Dysentery is a disease that people get when they _____.
8. Taking good care of yourself before you get sick is called _____ medicine.
9. Eggs belong to the food group called _____.
10. _____ is a deficiency disease that is caused by lack of vitamin B1.

Lesson Thirty-Four

Objectives:
- Students will be able to describe the educational system in Haiti.
- Students will be able to compare the educational system of Haiti to that of New York City.
- Students will be able to discuss the extent and reason for illiteracy in Haiti.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test:
Administer the test for Lesson Thirty-Four which appears on a separate page.

Vocabulary:
- daydreaming - dreaming; thinking of pleasant things.
- illiterate - not able to read and write.
- educational system - a plan or scheme for schooling.
- corporal punishment - to cause pain to body.
- cooperative - an organization in which the profits and losses are shared by all members.
- tutor - private teacher.
- compulsory - required.
- diploma - a printed paper given by a school, which says that a person has completed a certain course of study.
- tuition - money paid for instruction.
- discipline - order kept among school pupils.

Motivation:
Role playing.
- T. Have two children assume the role of a Haitian teacher and a teacher in New York City schools. Have the children act out or tell how they would react in each of the following situations:
  1. A child is daydreaming and cannot answer the teacher's question.
  2. A child comes late to school without a note from his parents.
  3. A child did not do his homework.
  4. Two children start fighting.
  5. A person goes to apply for a job but cannot fill out an application, because he is illiterate.

Note to teacher: The Haitian teacher will react more severely and may use corporal punishment.

Aim:
What are the differences between the educational system of Haiti and the educational system of New York City?

Procedure:
- T. What are the differences between attending school in Haiti in the country and in the city? Discuss reasons for absenteeism in the country (economics, cost of uniforms, need to work, etc.)

- T. How would these factors relate to getting a job later in life? (Literacy needed for good jobs)
- T. Begin story about country girl in Haiti attending school. Start the story in the following way: "How glad I am it is raining this morning," thought Gerda as she walked along a muddy road to the country school house in Haiti. It was a long walk but she was happy to be going to school. She hadn't been there for two weeks because .....
  Have children finish the story. Include the following information: None out of ten Haitians are illiterate. Children are given at least two hours of homework every night, even in elementary school. Gerda has a city cousin, Marie, who lives in Port-au-Prince. Compare their lifestyles: mode of traveling to school, regularity of attendance, different subjects learned ie: reading, writing and speaking of French in the city schools.
- T. After the story is completed discuss the importance of the following facts:
  There are two million children not in school in Haiti.
  There is a need for 30,000 teachers to service these children.
  Television and radio instructional programs have been suggested as means to reach the segment of the population unable to attend school.
  Respect and obedience are strictly enforced at home and in school.
  Corporal punishment is permissible in Haiti.
  Teaching in country districts is in Creole. "Fermes écoles" exist that will later form cooperatives which will use new agricultural techniques.
  Because of the lack of schools, some parents hire tutors to instruct their children.
- T. Write the following chart on the board comparing the Haitian school system and New York City school system. Discuss differences in grade levels, school ages, degrees, etc.

NEW YORK CITY PUBLIC SCHOOLS

School Level	School Age	Grades	Diploma	Compulsory	Tuition
Elementary	5-12	K-6	No	Yes	No
J.H.S.	12-15	7-9	Yes	Yes	No
H. S.	15-18	10-12	Yes	Yes	No
College	18-varies	4 yrs.	B.A./B.S.	No	Yes
Masters	varies	30 credits	M.A./M.S.	No	Yes
P.H.D.	varies	60 credits plus dissertation	P.H.D.	No	Yes

HAITI PUBLIC SCHOOLS

School Level	School Age	Grades	Diploma	Compulsary	Tuition
Elementary	5-12	K - 7	No	Yes	No
Lycée (H.S.	12-18	6-12	Yes/ Gr. 11 -Gr.12	Yes	No
University	18 - Varies	Teacher/ Nurse 3 yrs. Engineer 4 yrs.	Gen. Diploma	No	No

No Master's or Ph. D. programs in Haiti.

- Summarize and review by comparing schools in Haiti and New York City. Elicit or supply the following information for the chart. Write the chart on the board and discuss.

	New York City	Haiti
Distance from home to school	not usually far	may be very far (ie. in country)
language of instruction	English	French or Creole
type of discipline	no corporal punishment	corporal punishment allowed
subjects taught	all	all
amount of homework	short assign-ments in each subject area	long assignments in each subject area
number of students in each class	usually 30 - 40	much more than 40

Homework: Write a composition comparing experiences of a child going to school in Haiti with those of a child in New York City schools. Include information from the charts.

Follow-up Activities:

1. Write the story the class narrated in the procedure.
2. Make a bulletin board display of the homework compositions. Draw pictures to illustrate the compositions.
3. Compare school buildings in Haiti with those in New York. Include lighting material of the building, color number of floors, size of classroom, special rooms.

Answer Key for Pre- and Post Test:

1. Haiti
2. New York City
3. New York City
4. Haiti
5. Haiti
6. very little
7. true
8. is not
9. true
10. less

PRE- AND POST TEST FOR LESSON THIRTY-FOUR

Directions: Indicate whether the following happens in a New York City school or Haitian school by writing Haiti or New York City in the blank space next to each statement.

_____ 1. In some rural areas there are no schools.

_____ 2. A six year old student is in the first grade.

_____ 3. It takes 3 years to graduate from J.H.S.

_____ 4. You will most probably find a large number of students (50 or more) in a classroom.

_____ 5. Respect and obedience are strictly enforced at home and in school.

Directions: True or False. If the answer is false, correct the underlined word to make the sentence true.

_____ 6. Very little homework is given in schools in Haiti.

_____ 7. Many children cannot attend school regularly in Haiti because they must help their families by working and doing farm chores.

_____ 8. Corporal punishment is allowed in school in New York City.

_____ 9. Nine out of ten Haitians are illiterate.

_____ 10. Children in New York City schools usually have much more homework than children in Haitian schools.

Lesson Thirty-Five

Objectives:
- Students will be able to list the various types of transportation and communication available to the people of Haiti.
- Students will be able to describe those methods of transportation and communication that are found in the city and those that are used in the country of Haiti.
- Students will be able to score 80% or higher on the post test.

Pre- and Post Test:
Administer the test for Lesson Thirty-Five which appears on a separate page.

Materials: overhead projector, transparency of a current road map of Haiti.

Vocabulary: See Lesson Six for the vocabulary list pertinent to this lesson.

Motivation: Students will play the "telephone game" where groups of five are formed and one person in each group is given a message; that person whispers the message to another group member and then he/she whispers the message to someone else. The last person to receive the message shares it with the group and the students compare the last message received with the message in its original form. Elicit the importance of good communication. Each group may consider themselves living in different cities in Haiti and then explore the question: How would you communicate or what means of transportation could bring the message from one city to another?

Aim: Part I - How do people travel from one place to another in Haiti?

Procedure:
- T. Let me tell you about two cousins who live in Haiti, Ti Paul and Jean Pierre. They are both thirteen and each helps his parents around the house. They both love to play soccer. Jean Pierre, however, lives in Cap-Haitian, a large city which is in the north of Haiti (show location on the map); and Ti Paul lives in the small coastal town of Bainet, located in the south, closest to the large city of Jacmel (show location on the map. How do Jean Pierre and Ti Paul travel from one place to another?

- T. Let's talk about Jean Pierre first. Since he lives in a large city which methods of transportation would be available to him?
- Elicit: buses - cost about 5 cents,
taxis - most people can afford,
cars - usually for rich people only, however some middle class people can afford them,
bicycles - cheaper than cars, many children use them,
walking - the most popular and cheapest of all city methods of transportation.
- T. In and around the large cities of Cap-Haïtian and Port-au-Prince the roads and highways are well-paved for motor vehicles. In the country and small towns, however, the people do not enjoy the benefit of good roads. There are four types of roads in Haiti, do you know which they are?
- Elicit: National roads which connect major cities,
Secondary roads wich connect small towns with major cities,
Roads which can be used in all types of weather,
Roads which can be used only in the dry season, these roads become small rivers which can not be used for motorized travel.
- T. Let us continue our discussion and see how Ti Paul travels to places near his home. He lives in the country, what methods of transportation are available to him and his family?
- Elicit: Walking - most people in the country walk to their destinations. The roads are crowded with people at all hours of the night. Haitians use oil lamps to light their way at night.
Donkeys - used to transport goods to market and are the only means of transportation on unpaved roads.
Wheel carts pulled by oxen - used to carry sugar cane to railroad carts. Most railroads are owned and used exclusively by sugar plantation owners.
Camions (Tap-Tap) - buses used for short distances.
- T. How would Ti Paul and Jean Pierre travel if they wanted to visit each other?
- Elicit: Camión - a huge open bus with hard wooden benches used for traveling longer distances. It it usually very crowded with people who carry household possessions and livestock with them. The buses are usually painted orange and red.

Aim: Part II - What are the methods of communication in Haiti?

Procedure:
- T. Now let us discuss the methods of communication in Haiti. For Jean Pierre in the city there are the following-
  - Telephones - mostly the rich people,
  - Television - mostly the rich people and some middle class people,
  - Radio - most middle class people, the news is broadcast every two hours,
  - Newspapers - cost, four cents each.
- T. For Ti Paul, in the country, communication is more difficult.
- Elicit: There are no telephone lines for most people; instead there are government phones in a central location where people can make and receive calls.
  There is no television.
  There are radios in middle class homes in the country.
- Summarize and review by having the students make a chart listing the methods of transportation and communication available to Ti Paul and Jean Pierre.

	Ti Paul (country)	Jean Pierre (city
Transportation		
	1)	1)
	2)	2)
	3)	3)
	4)	4)
	5)	5)
Communication		
	1)	1)
	2)	2)
	3)	3)
	4)	4)
	5)	5)

Homework:
1. Compare and contrast methods of transportation and communication in Haiti and in New York.
2. How many hours a day do you spend:
   a) wa ing television?
   b) listening to the radio?
   c) reading a newspaper?
3. Describe how you come to school.
4. Describe how you travel to visit your relatives that live in New York City.

HAITIAN RESOURCE UNIT: LEVEL III

Teacher Evaluation Form

Note to Teacher: This product represents the combined efforts of many dedicated professionals. We are hopeful that you have found the package useful, but we are also cognizant of our own fallability. With your assistance, we can make this and similar efforts more meaningful. Kindly address yourselves to the few questions below, and feel free to embellish as you will. Thank you for your cooperation. (Feel free to add pages if you need them.)

Position (Do not indicate your name)_____ Grade _____

1. In general, did you find the Haitian Resource Unit useful?
   Yes _____ No_____
   Comments:_____
   _____
   _____

2. Regarding content, was the unit (lesson format, activities, materials):
   motivational? Yes _____ No_____
   accurate? Yes _____ No_____
   clear? Yes _____ No_____
   (If anything answered No, please explain)
   Comments:_____
   _____
   _____

3. Were the pre-post and end-of-unit tests relevant for your evaluation and planning purposes?
   Yes _____ No_____
   (If no, please explain)
   Comments:_____
   _____
   _____

4. Additional Recommendations:
   _____
   _____
   _____
   _____
   _____

5. Additional Comments:
   _____
   _____
   _____
   _____
   _____

Kindly forward responses to:

Ms. Eleanor Jakubovitz
District Bilingual Office
133 East 53 Street
Brooklyn, New York 11203